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| IDENTIFIERS | *ERIC Clearinghouse on Adult Career Vocational Educ; *Resources in Education |

ABSTRACT

This issue contains approximately 250 abstracts selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education related to vocational and technical education research and development from the June through November 1980 Resources in Education. Abstracts, ordered by ED number, may include some or all of the following information: author, title, originating organization, sponsoring agency, report number, date published, descriptive note, contract or grant number, alternative source of obtaining documents, publication type, descriptors, identifiers, and abstract. Following the document resume section are three indexes: subject, author, and institution. (YLB)

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# Resources in Vocational Education
## Volume 14 Number 5

# Selected Abstracts from ERIC

Compiled by
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The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
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**Executive Director:** Robert E. Taylor

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# Foreword

*Resources in Vocational Education* is produced by the National Center Clearinghouse of the National Center for Research in Vocational Education under a contract with the Office of Vocational and Adult Education, U.S. Department of Education. For the 1981-82 subscription year, the individual issues of the journal include a report of state program improvement projects, selections of ERIC documents related to vocational and technical education, a directory of key contact persons at the state and federal levels responsible for vocational education, and a compilation of vocational and technical education curriculum materials.

The National Center is pleased to disseminate this issue of *Resources in Vocational Education* that provides abstracts selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education related to vocational and technical education research, development and other information. (Abstracts of curriculum products will be presented in a separate issue.) Since this issue represents only a portion of ERIC abstracts, users are encouraged to refer to *Resources in Education* for a more comprehensive search. The full text of most documents announced in this issue is available from the ERIC Document Reproduction Service (EDRS). Microfiche copies also are available in local ERIC microfiche collections.

Recognition is given to Clearinghouse staff for their efforts in compiling this publication: Wesley E. Budke, Clearinghouse Director; Carl F. Oldsen, Research Specialist; Patricia Arthur Program Associate; Wallis Harsch, Publication Specialist; and Brenda Bythewood and Bonnie Johnson, Typists.

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Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

# About This Issue

This issue of *Resources in Vocational Education* consists of resumes selected from the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE). Selections relating to vocational and technical education research and development products and projects were made from the June through November 1980 *Resources in Education*. (Abstracts of curriculum development projects appear in a separate issue.)

The issue consists of a document resume section and three indexes: subject, author, and institution. Since only a portion of ERIC abstracts are represented, users are encouraged to refer to *Resources in Education* for a more comprehensive search.

The full text of most documents announced in this issue is available from the ERIC Document Reproduction Service (EDRS). An EDRS order form and ERIC price codes are included following the index section. Also, microfiche copies are available in local ERIC microfiche collections.

Two publications related to using ERIC are listed below. They are available on request from the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014 or from ERIC/ACVE, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

*Directory of ERIC Search Services*. Prepared by Pugh, Elizabeth and Brandhorst, Wesley T. Bethesda: ERIC Processing and Reference Faciltiy, 1981.

*Directory of ERIC Microfiche Collections*. Edited by Slawsky, Dorothy A. Bethesda: ERIC Processing and Reference Facility, 1980.

# SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s)

Title

Organization where document originated.

Date published

Contract or Grant Number

Alternate source for obtaining documents.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche. "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

**ED 181 219** CE 023 729

*Matejic, Denise M.*

**Helping Families Adjust to Economic Change. A Project Report.**

Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration.

Report No.—XY2123

Pub Date—79

Contract—82-2-61104(21)

Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729.

Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00)

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—*Adult Programs, Budgeting, Community Service Programs, Consumer Economics, *Consumer Education, Counseling Services, Credit (Finance), *Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, *Money Management, *Outreach Programs, Program Development, Program Evaluation.

Identifiers—Income Groups, New Jersey

A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (BM)

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

# DOCUMENTS

## Resumes

The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, and institution indexes to locate documents in a specific field, or produced by a particular author or institution.

**ED 189 265** CE 020 576
*Harren, Vincent A.*
**The Influence of Sex Roles and Cognitive Styles on the Career Decision-Making of College Men and Women.**
Southern Illinois Univ. Carbondale
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—NIE-G-76-0079
Note—160p
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC07 Plus Postage**
Descriptors—*Career Choice, *Cognitive Style, *College Students, *Sex Role, *Student Attitudes, Career Awareness, Courses, Decision Making, Females, Higher Education, Interviews, Longitudinal Studies, Majors Students, Males, Occupational Aspiration, Personality Traits, Social Attitudes, Statistical Analysis, Teacher Influence, Work Attitudes, Work Experience
Identifiers—Holland Vocational Preference Inventory

A study of 1,500 college students was conducted to determine the effect of sex role attitude and cognitive style on the career decision-making of college men and women. An overlapping longitudinal design (which allowed the study of undergraduates at one-year intervals), selected personal interviews, and five measures of sex-role attitude, cognitive complexity, and career choice comprised the methodology and design of the study. Results indicate that gender and sex role attitudes continue to restrict student career options. Selected results of the study are that (1) beliefs about the role-appropriate behavior of others (especially women) precedes and determines one's sex role concept; (2) feminine related sex-role attitudes and degree of cognitive complexity regarding female dominant career choices also predicted gender dominant choices; and (3) personality characteristics associated with each occupational type on the Holland Vocational Preference Inventory do not always apply to both men and women. Interview results showed that instructors or courses were the most significant influence on persons who had changed their career decisions and that work-related field experience generally resulted in being less optimistic about one's future. (Interview results and schedules and statistical analysis of data are appended. ) (MEK).

**ED 189 268** CE 022 929
*Carnoy, Martin*
**Education and Employment: A Methodology for Local Policy Research. UNESCO S.71.**
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning
Pub Date—79
Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Educational Objectives, *Educational Policy, *Educational Research, * *Policy Formation, *Relevance Education, *Unemployment, Adult Education, Developing Nations, Economic Development, Educational Planning, Education Work Relationship, Social Change, Youth Employment, Youth Problems

This methodological paper concentrates on the role of education in meeting employment objectives in developing cities. Section I reviews briefly main results of the significant amount of existing basic research on the issue of education and employment. The second section then briefly reviews policy-oriented documentation to answer the question, What is the nature of the policy suggestions developed by policy-oriented planning institutions and on what type of methodology and data are they based? These policy concerns on education and employment are classified into four broad categories: the relevance of education to social and economic development, education and productive work, the mismatch between school curriculum and available jobs, and youth unemployment. On the basis of these two reviews the third section then develops a single research methodology for answering relevant policy questions being asked by planners. Proposed methodologies answer simultaneously the questions of the nature of and educational level associated with unemployment. They include (1) review of census data and other surveys, (2) cross-section employment surveys, (3) tracer studies, and (4) evaluation of special programs. (YLB).

**ED 189 269** CE 022 936
*Williams, Terry M. Berns, Robert G.*
**Experimentation and Further Validation of the IDECC Competency Based Teaching Approach in Adult Education.**
Interstate Distributive Education Curriculum Consortium, Columbus, Ohio
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Div. of Research and Demonstration
Pub Date—78
Contract—G007702226
Note—332p. ; For related documents see CE 022 937-939
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC14 Plus Postage**
Descriptors—*Competency Based Education, *Curriculum Development, *Curriculum Evaluation, *Curriculum Research, *Distributive Education. Adult Education, Analysis of Covariance, Comparative Analysis, Educational Research, Lear-

ning Modules, Material Development
Identifiers—Interstate Distributive Education Curriculum

A study was conducted utilizing new adult Interstate Distributive Education Curriculum Consortium (IDECC) curriculum materials to evaluate through experimental research the effectiveness of IDECC's systematic teaching approach. The study was quasi-experimental involving two levels of treatment: (1) the adult IDECC teaching approach and (2) the postsecondary traditional teaching approach. Sixteen classes were randomly selected from a population of thirty volunteer sites. The IDECC approach utilized selected adult IDECC competency-based materials as their unit of instruction. The traditional instructors developed lesson plans as their instructional material within a workshop setting. Findings based on analysis of covariance by regression utilizing forty-eight sources of variance indicated that five sources of variance made a significant contribution: school, student educational level by student education level, student occupational experience by student occupational experience, teaching approach by student past participation in distributive education programs, and student age by student occupational experience. (Appended material includes a unit of instruction outline, objectives and resources utilized in the study, pretest and posttest questionnaires, and the IDECC instructor's material.) (LRA).

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**ED 189 271** CE 022 938

*Williams, Terry M. And Others*

**Systematic Procedures for IDECC Curriculum Development.**

Interstate Distributive Education Curriculum Consortium, Columbus, Ohio
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Div. of Research and Demonstration
Pub Date—78
Contract—G007702226
Note—242p.; Some pages in this document will not reproduce well due to small print. For related documents see CE 022 936-939
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC10 Plus Postage**
Descriptors—*Curriculum Development, *Learning Modules, *Material Development, *Task Analysis, Competency Based Education, Curriculum Evaluation, Field Tests, Instructional Materials, Learning Activities
Identifiers—Interstate Distributive Education Curriculum

This manual provides a discussion of methods and responsibilities involved in the curriculum development process used by the Interstate Distributive Education Curriculum Consortium. Following an introductory chapter, the second chapter presents ten steps for conducting occupational task surveys: determine occupational scope, develop task statement, construct task lists, determine needed task information, determine needed respondent information, design task survey questionnaires, administer task survey questionnaires, process task survey data, write competency statements, and evaluate competency statements. Chapter 3 gives nine steps to be used in developing learning activity packages: cluster competency statements in LAPs, organize LAPs by curriculum sections, write objectives, write learning activities, write instructional materials, write tests and keys, check LAP for completeness, evaluate LAPs, and revise LAPs. The final chapter outlines four steps to use in field testing curriculum materials: plan field-test activities, implement field-test activities, evaluate field-test data, and revise field-test materials. (Curriculum development forms used by the IDECC are appended.) (LRA).

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**ED 189 275** CE 023 444

*Nelms, Harry M.*

**The Development and Implementation of a Model to Ensure that Vocational Education Students Are Functionally Competent.**

Central City Occupational Center, Los Angeles, Calif
Pub Date—79
Pub Type—Reports—Descriptive (141)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Adult Vocational Education, *Competency Based Education, *Curriculum Design, *Daily Living Skills, *Program Development, Adult Counseling, Career Counseling, Career Guidance, Competence, Curriculum Development, Demonstration Programs, Employee Attitudes, Employee Responsibility, Program Implementation, Values, Work Attitudes
Identifiers—Life Skills

A program developed and implemented a competency-based model to ensure that adult vocational education students were functionally competent. Preliminary steps included a review of research on existing practices, exploration of operating programs nationwide, and development of a reciprocal liaison with the Northwest Regional Educational Laboratory. Program development involved identifying the everyday life competencies crucial to job success, developing and validating twenty instructional modules to teach the identified competencies, and designing a management plan to link adult vocational and academic programs to provide adequate delivery systems. During the pilot program, the curriculum was tested, and the curricular materials and management plan were evaluated. Program participants judged functionally and vocationally competent showed a significant reduction in loss of jobs. (Exhibits include a pool of functional competencies, examples of competency specifications, materials relating to conducting competency-rating sessions, summary of competency ratings, competency achievement evaluation forms for teachers and learners, and a sample competency achievement packet.) (YLB).

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**ED 189 278** CE 023 644

*Thornton, L. Jay*

**Basic Reading Skills and Vocational Education. Information Series No. 200.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—80
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.35)
Pub Type—Information analyses/State-of-the-Art Materials (070)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Job Skills, *Reading Instruction, *Reading Skills, *Vocational Education, Adult Education, Content Area Reading, Integrated Curriculum, Postsecondary Education, Readability, Secondary Education, Student Needs, Textbook Evaluation

Divided into five sections, this review and synthesis paper provides vocational educators with an overview of issues involved in the relationship between basic reading skills and vocational education. The introduction discusses reading in vocational education as both a curricular or educational issue and as an occupational or employment-skill issue. It presents four areas of questions which should be asked of vocational educators regarding readability, the relationship between curricular and occupational literature, reading instruction, and student reading needs. The second section, Reading in Vocational Education, reviews literature and research on reading in two parts: (1) reading as a curricular activity, with focus on three topics—vocational program prerequisites, analysis of textbooks and related literature, and reading program development, and (2) occupational reading. The third section concerns research on reorganizing reading priorities in vocational education. Section 4, Call for Research, lists ten topics for future studies: relationship of occupational literature to tasks, employers' perceptions of needed reading skills, readability index for occupational reading; general literacy versus occupational literacy, transferability, upward mobility, teacher education, interim strategies, special needs, and coordination between academic and vocational programs. A philosophy of reading for vocational education is found in the final section. (YLB).

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**ED 189 280** CE 023 839

*Rolle, George F. Sr. And Others*

**Facilitating Career Development of Minority Students.**

Southern Association of Colleges and Schools, Atlanta, Ga
Pub Date—77
Pub Type—Reports—Evaluative/Feasibility (142)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Black Students, *Career Development, *College Freshmen, *Delivery Systems, *Occupational Information, *Program Effectiveness, Attitude Change, Career Awareness, Career Choice, Career Education, Career Exploration, Career Guidance, Career Planning, Competence, Economically Disad-

vantaged, Higher Education, Minority Groups, Postsecondary Education, Vocational Maturity

This monograph reports a study by the Education Improvement Program of the Southern Association of Colleges and Schools to investigate the relative effectiveness of several delivery systems for occupational information to minority students. Part 1 overviews the need to facilitate vocational guidance and career development of minority students and cites pertinent literature. Part 2 describes the purpose and methods of the study to investigate and compare three specific methods of disseminating occupational information to bring about changes in career choice attitudes and competencies among black college students from low socio-economic background—career logs, career simulations, and written occupational briefs. Results of testing treatment and control groups (226 black college freshmen enrolled in freshmen development programs at predominantly black senior colleges) confirmed that career planning experiences and occupational explorations can be beneficial in raising career maturity. All three methods were useful, and students who received occupational information generally scored higher on career maturity indexes. Providing occupational information was found to promote vocational development and growth of individuals from low socioeconomic backgrounds. Part 3 overviews the topic and provides a summary, conclusions, and implications. (YLB).

**ED 189 283** CE 024 549

*Johnson, Margaret H. Ed*

**The Changing Office Environment. National Business Education Yearbook, No. 18.**

National Business Education Association, Reston, Va

Pub Date—80

Available from—National Business Education Association, 1906 Association Drive, Reston, VA 22091 ($12.00)

Pub Type—Books (010). Collected Works—General (020). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC11 Plus Postage**

Descriptors—*Business Education, *Business Skills, *Educational Change, *Human Resources, *Office Practice, *Work Environment, Adult Education, Business Administration, Careers, Curriculum Development, Employment Opportunities, Office Occupations, Postsecondary Education, Secondary Education, Teacher Education

This National Business Education Yearbook is divided into five parts. Each part contains several chapters authored by leaders in the field of business education. Part 1, Perspectives, includes the following three chapters: Growing Need for Office Personnel; Tomorrow's Manager of Administrative Services; and Constraints Affecting the Business Office. Part 2, concerning office functions and services, includes seven chapters: Systems Concept, Data Processing; Work Processing; Written Communications; Reprographics; Mailroom Procedures; and Records Management. Part 3, on human relations, includes these four chapters: Human Resources Development and Utilization; Physical Environment in the Office; Alternative Work Schedules; and Time Management. Part 4, on office competencies, occupations, and career opportunities, includes Basic Communication Competencies; Special Competency Requirements; Emerging Office Occupations; and Career Opportunities. The final section, on curriculum challenges of the changing office environment, includes five chapters: Curriculum Challenges of Secondary Business Education; Implications for Postsecondary Programs; Adult and Continuing Education Curriculum Considerations; Business Administration Curriculum Recommendations; and Business Teacher Education Day after Tomorrow. (BM).

**ED 189 284** CE 024 587

*Tolo, Kenneth, Ed*

**Preparation for Apprenticeship through CETA. A Report by the Apprenticeship Project. Volume 1.**

Texas Univ. Austin. Lyndon B. Johnson School of Public Affairs

Pub Date—79

Available from—Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, Drawer Y, University Station, Austin, TX 78712 ($4.95, plus $1.00 postage/handling; 200 copies or more, $3.95/copy)

Pub Type—Reports—Research/Technical (143)

**Document Not Available from EDRS**

Descriptors—*Outreach Programs, *Program Design, Apprenticeships, Definitions, Educational Opportunities, Evaluation Needs, Females, Financial Support, Glossaries, Job Training, Minority Groups, National Surveys, Nontraditional Education, Program Administration, School Business Relationship, Skill Development

Identifiers—Comprehensive Employment and Training Act, Preapprenticeship Programs

An overview of the functions of preapprenticeship programs, this report contains a statement of need, definitions, description of component parts, examination of the Comprehensive Employment and Training Act (CETA) as a resource, and discussion of how to work with CETA. Preapprenticeship programs are defined as those which prepare individuals directly and specifically to compete for apprenticeship positions. Based on a review of the literature and field visits to preapprenticeship programs operating in cities across the country, the study reported here identified three types of preapprenticeship programs: apprenticeship outreach, outreach with skills development, and craft readiness training. Major recommendations deal with need for client orientation, direct involvement of industry, the effective utilization of CETA funding, fuller participation for women and male minorities through work with teachers and counselors, and increased evaluation of programs. Included are a glossary, the survey instruments, and three appendixes which give an overview of the twenty-three programs surveyed. (MEK).

**ED 189 286** CE 024 702

*Ray, Elizabeth M. Richards, M. Beverly*

**The Development of a Model for a Health Occupations Education Degree Program. Final Report. Vocational-Technical Education Departmental Report. Health Occupations; Volume 17, Number 20.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education. Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Allied Health Occupations Education, *Bachelors Degrees, *Degree Requirements, *Preservice Teacher Education, *Vocational Education, Academic Standards, Higher Education, National Surveys, Postsecondary Education, Program Development, Secondary Education, State Standards, State Universities

Identifiers—Pennsylvania

A project is reported which developed a Pennsylvania State University bachelor of science degree program in health occupations teacher education to qualify persons to teach at secondary and postsecondary levels. The growth in health occupations and the general need for teachers are traced. Results of two background surveys are reported: a survey of state supervisors of health occupations education to determine status of such teacher education programs (response of thirty-three states, eleven of which offer programs); and review of Pennsylvania constraints on administration and operation of programs through the State Board of Education, national registries or certifying boards, and state boards which regulate mandatory licensure. To document the need for the program the status of present Pennsylvania secondary and postsecondary health occupations education offerings is summarized, and program goals are examined in relationship to the Pennsylvania State University Academic Policy Plan and the Master Plan for Higher Education in the state. Finally, the plan itself is presented: objectives, admission requirements, outline of baccalaureate degree requirements (46 credits) and requirements for the major (81 credits), and discussion of program administration. A final note indicates that the proposed curriculum has received the approval and support of the Division of Occupational and Vocational Studies and is currently being reviewed by the College of Education prior to submission to the University Senate. (JT).

**ED 189 287** CE 024 800

*Grosskoph, Arlys And Others*

**Development of a Mechanism and Standards for the Assessment of Adult Basic Education Students as They Relate to Post-Secondary**

**Vocational Education Programs. Final Report.**
Western Wisconsin Technical Inst. La Crosse. Wisconsin Univ.—Stout, Menomonie. Center for Vocational, Technical and Adult Education
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development
Pub Date—78
Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instru ments (160)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Adult Basic Education, *Adult Students, *Dropouts, *Student Attrition, *Vocational Education, Career Education, Educational Research, Student Attitudes, Surveys, Teacher Attitudes

The purpose of this project was to develop a process that would reduce the attrition rate of adult basic education students entering occupational programs. To accomplish this goal, adult basic education students in occupational programs, adult basic education students who had dropped out of occupational programs, and their instructors were interviewed to determine their perceptions of the difficulties faced by adult basic education students in an occupational program. The results of these interviews show a need to focus on basic skills, study skills, career awareness and personal social skills. The results of the interviews were used to develop a procedure manual for analyzing an occupational program in welding. (The survey instruments and the sample process manual for welding are appended. ) (LRA).

**ED 189 290** **CE 024 890**

*Campbell, Robert E. Comp. Shaltry, Paul, Comp*
**Perspectives on Adult Career Development and Guidance. Research and Development No. 181.**
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—OB-NIE-G-78-0111
Note—194p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($10.50)
Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Descriptive (141)
**EDRS Price—MF01/PC08 Plus Postage**
Descriptors—*Adult Development, *Adults, *Career Development, *Career Guidance, *Counseling Services, Adult Education, Career Change, Career Counseling, Disabilities, Educational Counseling, Females, Guidance Personnel, Guidance Programs, Individual Needs, Minority Groups, Prisoners, Program Descriptions, Program Development, Program Evaluation, Program Implementation, Retirement

This monograph presents articles and materials which examine the relevant theoretical literature pertaining to career counseling services for adults. It reviews alternative ways to deliver career guidance to adults and identifies a set of researchable issues. The two articles in section 1, The Context, address the historical development of people and work and look at key policy considerations affecting adult career/occupational services. Section 2, The Theories, consolidates and examines pertinent adult and career development theories. A terse, basic explanation of major ideas of key theorists is made. Another article discusses basic themes, theoretical issues, and interrelationships. An article follows that aims to improve current constructs for understanding adult career development. Section 3, The Clients, explores the known and potential recipients of career guidance. Following an article which discusses ways to think of special populations is a series of descriptions of the unique characteristics of some special adult groups—women, minorities, midlife career changers, pre-retired and retired, marginal workers, criminal offenders, and disabled workers. Section 4, The Programs describes documented adult career guidance needs and programs being offered to meet them. Several articles focus on key issues of delivering services to adults, such as staffing and evaluation. (YLB).

**ED 189 296** CE 025 070

**Dissemination of Career Education Programs and Products to Community Colleges: Final Performance Report.**
American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—G007[illegible]02011
Note—30p. ; For related documents see ED 162 697, ED 163 226, ED 167 775, and ED 179 274
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Career Education, *Demonstration Programs, *Information Dissemination, *Participant Satisfaction, *Two Year Colleges, *Workshops, Administrators, College Faculty, Community Colleges, National Surveys, Needs Assessment, Program Descriptions, Program Evaluation, Program Improvement, Resource Materials, Technical Institutes
Identifiers—American Association Community Junior Colleges

An American Association of Community and Junior Colleges (AACJC) project disseminated career education programs and products to community colleges. It conducted a national survey of all community, junior, and technical colleges to identify status of career education and clarify their needs for assistance; conducted a followup survey of institutions included in the career education Sourcebook (available as ED 162 697) to ascertain status of their career education offerings; published a second career education sourcebook for community colleges (available as ED 179 274); and conducted career education workshops in collaboration with community colleges to demonstrate exemplary career education services, practices, and programs. Responses to the national survey indicated that institutions are interested in receiving assistance and look to AACJC as a primary resource. Regional workshops were held at four of five community colleges identified as capable of demonstrating exemplary career education programs. College faculty and administrative and support staff participated. A third party evaluation showed that (1) 75% of the participants indicated they gained information about more than half of the topics covered, (2) about 75% indicated they were very motivated to initiate or expand their own career education workshop, and (3) about 55% felt the workshops were very effective. Participants also identified strengths, weaknesses, and improvements. (YLB).

**ED 189 297** **CE 025 074**

**BRIDGE: Business Relating to Industry to Develop Gifted Education—A Career Education Project for the Gifted and Talented: Final Report.**
Yonkers City School District, N.Y.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—79
Contract—G0078C0025
Note—201p. ; Some pages will not reproduce well due to light and broken type
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
**EDRS Price—MF01/PC09 Plus Postage**
Descriptors—*Career Awareness, *Career Education, *Gifted, *Internship Programs, * *Program Effectiveness, *School Business Relationship, Community Involvement, Decision Making Skills, Grade 11, Grade 12, Program Evaluation, School Community Relationship, Values Clarification
Identifiers—New York (Yonkers)

BRIDGE (Business Relating to Industry to Develop Gifted Education) was designed to bridge the gap between business, industry, and education via an internship program that would expose gifted and talented secondary school students to actual experiences which would increase their career awareness and knowledge of career opportunities. In addition, regular seminars were scheduled to expose students to decision-making techniques and clarification of their own values. The program serviced approximately two hundred 11th- and 12-grade students from Yonkers and eight other New York school districts. Over sixty businesses, industries, cultural, and educational institutions participated in BRIDGE. An onsite evaluation was conducted. Pre- and post-tests were administered to measure self-concept, career maturity, goal selection, self-appraisal, occupational information, and problem-solving ability. The following are some of the program accomplishments based on the collected data: there was a significant increase in the amount of school and business community cooperation in career education for the gifted; a booklet detailing the program was developed and disseminated by the American Association for Gifted Children; participants increased their knowledge of careers and their ability to make decisions; participants demonstrated an increase in their self-confidence; and participants demonstrated an increase in their knowledge about how organizations function and how organizational decisions are made and executed. (BM).

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**ED 189 299** CE 025 083

*Jurado, Eugene A.*

**Secondary Work Force Movement into Energy Industry Employment in Areas Affected by 'Boom Town' Growth.**

Colorado State Occupational Information Coordinating Committee, Denver

Pub Date—80

Pub Type—Reports—Descriptive (141). Numerical/Quantative data (110)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Demand Occupations, *Employment Patterns, *Energy, *Labor Turnover, * *Occupational Mobility, Construction Industry, Demography, Employment Level, Labor Market, Occupations

Identifiers—Boom Towns, Economic Growth, Energy Occupations, Mining

A labor market study of implications of rapid energy development in the West examined the dimensions of work force movement from secondary occupations to primary energy occupations in areas affected by 'boom town' growth. (Secondary occupations were defined as those in all industries not categorized as primary energy industries. ) Focus was on the magnitude of transference from secondary to primary industries, types of secondary occupations and skills most likely to transfer, degree to which secondary workers make occupational changes when changing industries, and types of secondary occupations which are constantly and critically in short supply as a result of primary energy development. The analysis was based on existing data sources and research previously conducted in 'boom town' areas. Selected findings include the following: High turnover rates were experienced in both primary and secondary sectors. New entrants into the labor force played a major role in job growth (4% of energy workers, 20% of secondary sector workers). Job switching from secondary to primary sector was common and usually involved upward occupational shifts. Shortages occurred in secondary occupations as over half the energy sector jobs came from transference from the secondary sector. (Shortage occupations are listed by Dictionary of Occupational Titles (DOT) codes. Implications for training resource allocation and career guidance activities are suggested. ) (JT).

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**ED 189 305** CE 025 177

*Kiker, B. F. Crouch, Henry L.*

**Male-Female Wage Differentials in the United States.**

Pub Date—80

Pub Type—Numerical/Quantative data (110). Reports—Research/Technical (143)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Females, *Males, *Mathematical Formulas, *Multiple Regression Analysis, *Salary Wage Differentials, *Wages, Mathematical Models, Salaries

Identifiers—United States

The primary objective of this paper is to describe a method of estimating female-male wage ratios. The estimating technique presented is two stage least squares (2SLS), in which equations are estimated for both men and women. After specifying and estimating the wage equations, the male-female wage differential is calculated that would remain if the women in the sample had the same productive, locational, and/or occupational characteristics as the men. The wage differential is then calculated, assuming that the women in the sample have the same structural wage equation as the men. The latter adjustment equates the rate at which men and women transform productivity-enhancing attributes into wages. This adjustment allows the researcher to ascertain what the female wages would be if women were able to convert their productive attributes into wages at the particular rates that men do. Finally, the authors identify explicitly the particular attributes that are most important in closing the wage gap between males and females. (BM).

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**ED 189 306** CE 025 201

**Mountain State Vocational-Technical School: A Model for Recruitment, Selection, Counseling and Placement.**

Associated Educational Consultants, Inc. Pittsburgh, Pa

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education

Pub Date—79

Available from—Bureau of Vocational, Technical and Adult Education, Building 6, Room B-221, Charleston, WV 25305 ($7.00)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Admission Criteria, *Educational Counseling, *Student Placement, *Student Recruitment, *Vocational Education, *Vocational Schools, Admission School, Adult Education, Career Guidance, Communication Thought Transfer, Counseling Services, Followup Studies, Guidance Programs, Guidelines, Job Placement, Models, Postsecondary Education, Regional Schools, Scheduling, Secondary Education

This booklet presents a model for recruitment, selection, counseling, and placement activities of students in Grade 7 through individuals out of school. This overall model for a counseling and vocational guidance program in a fictitious area vocational-technical school located 'somewhere in West Virginia' is divided into four areas: recruitment, selection, counseling, and placement and followup. Following introductory materials—organizational plan, statement of purpose, and student-services functions—sections of the booklet focus on the four functional areas. Recruitment is briefly discussed with reference to a booklet titled 'Recruitment of Students for Vocational Education' (developed by the same project). The section on selection includes models of ways in which a selection committee can communicate with students, counselors, principals, and the public. An overview of admissions policy deals with recruiting, selection, and scheduling procedures. Three final sections then focus on student placement, job placement procedure, and followup. Appendixes include a vocational interest survey, application for enrollment, and business and industry survey and sample file card. (YLB).

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**ED 189 308** CE 025 208

*Ratajczak, Rosalinda*

**State Planning for Vocational Education: An Evaluation of the Uses of Manpower Data in Determining Occupational Supply and Demand in the Southeastern United States.**

Southern Association of Colleges and Schools, Atlanta, Ga

Pub Date—78

Pub Type—Reports—Research/Technical (143). Reports—Evaluative/Feasibility (142). Numerical/Quantative data (110)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Educational Planning, *Labor Force Development, *Labor Needs, *Labor Supply, *Use Studies, *Vocational Education, Data Collection, Decision Making, Economic Factors, Economics, Information Systems, Information Utilization, Interstate Programs, Labor Force, Labor Market, Occupational Information, Program Administration, Program Development, Regional Planning, Regional Programs, Statewide Planning

Identifiers—Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

The six sections of this report describe the collection of occupational information on an interstate basis to plan effective education programs for manpower development. Focus is on eight southern states—Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. Section 1 discusses two views of vocational education: (1) preparation for employment upon graduation and (2) skills and training to increase productive capability of human resources and employability and satisfaction with work and life. Section 3 compares the ideal occupational information system described in section 2 to reality by reviewing data gathering programs.

Section 4 considers the issue of program planning versus program management and impact of documented occupational supply and demand upon program decisions. Answers to questions concerning use of manpower data in vocational education planning are summarized in section 5. They are divided by groups questioned during visits to region IV. Section 6 concentrates on the economy of the region in contrast to the rest of the United States, and then each state is examined in more detail. Finally, attention is devoted to future developments and other impacts on vocational education planning. Ten recommendations for improving occupational information systems are made. (YLB).

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**ED 189 309** **CE 025 302**

*Delker, Paul V.*

**Adult Education--1980 and Beyond: Implications for Research and Development. Occasional Paper No. 59.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($1.90)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Adult Education, *Adult Learning, *Educational Development, *Educational Research, *Learning Motivation, *Research Needs, Adult Students, Independent Study, Learning Readiness, Learning Theories, Student Educational Objectives, Student Interests, Student Needs

During the next twenty years, a significantly expanding adult population and decreasing youth population will cause education for adults to be an increasing concern to the educational system. Out of necessity, an increasing proportion of the resources in education will be directed towards educating adults. Challenges which present themselves are how adults learn, what they want to learn, and where they want to learn. Research needed to launch a comprehensive system of adult education is unfortunately lacking. A basis for future implications for research and development for adult education is to be found in Mezirow's approach to research, which answers six significant questions: (1) How many adults learn through learning projects? (2) Who is responsible for planning the learning? (3) What motivates adults to learn in this way? (4) Where does this learning take place? (5) Why do adults choose to learn on their own rather than take a course? and (6) Is this research not confirming the learning behavior of educated adults? Implications for research include the need for further data on self-directed learning and the adult learner. (Questions and answers are appended.) (YLB).

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**ED 189 313** **CE 025 460**

*Mikulecky, Larry Diehl, William*

**Job Literacy: A Study of Literacy Demands, Attitudes, and Strategies in a Cross-Section of Occupations.**

Indiana Univ. Bloomington. Reading Program Center

Spons Agency—Spencer Foundation, Chicago, Ill

Pub Date—80

Available from—Reading Education Department, School of Education, Room 211, Indiana University, Bloomington, IN 47401 ($2.50)

Pub Type—Reports—Research/Technical (143). Tests, Questionaires, Evaluation instruments (160). Numerical/Quantative data (110)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Attitudes, *Employment Qualifications, *Job Performance, *Literacy, * *Testing, Competence, Cross Sectional Studies, Demography, Measurement Techniques, Occupational Tests, Reading Skills, Writing Skills

Identifiers—Diehl Mikulecky Job Literacy Survey

A study was conducted that addressed job literacy in a cross-section of occupations. The Diehl-Mikulecky Job Literacy Survey was administered to 107 subjects who represented a full range of occupational types and levels and who comprised a sample similar to the adult working population on the demographic variables of sex, race, income earned, and occupational category. The survey included items to assess the literacy demands encountered in occupations, the strategies employed by subjects in meeting these demands, and select attitudinal variables hypothesized to influence functional literacy in a job context. Additionally, the survey provided an indication of general reading ability through the use of a cloze test on a general topic, and an indication of job-reading ability through the use of a cloze test constructed for subjects from their actual work materials. Several traditional measures of occupational success (income, job prestige, and job responsibility) were incorporated as variables in the study. The data collected were reduced to fourteen major variables (four variables tapping literacy demands, five tapping subjects' strategies and competencies, and five tapping attitudes) and several demographic variables. The interrelationships of the variables and their contributive effects in explaining variances in job-literacy competency, literacy demands, and occupations success were examined. (BM).

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**ED 189 318** **CE 025 581**

*Dansereau, Donald F. And Others*

**Validity of Learning Strategies/Skills Training. Final Report.**

Texas Christian Univ. Fort Worth. Inst. for the Study of Cognitive Systems

Spons Agency—Air Force Human Resources Lab. Brooks AFB, Texas

Report No.—AFHRL-TR-79-84

Pub Date—80

Contract—MDA-903-76-C0218

Note—69p

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Educational Strategies, *Learning Processes, *Skill Development, *Training Methods, Comparative Analysis, Educational Improvement, Educational Research, Learning, Learning Experience, Postsecondary Education

A research study was initiated to (1) identify and compare the effectiveness of alternative learning strategies upon learner performance, (2) incorporate effective strategies and interactive practice materials within a systematic training program, and (3) empirically validate the performance of strategies-trained and untrained students. To determine if the effectiveness of strategy training is influenced by the sequence of instruction, the participants in the learning-strategies class were randomly assigned to two groups. One group received primary strategy training during the first half of the semester and support training during the second half. The other group received the opposite instructional sequence. A control group was recruited from general psychology classes. Some of the strategies included were various mnemonic devices, imagery elaboration, paraphrasing, visual networking, goal-setting distraction desensitization, and formal peer interaction. Among the findings was that strategies-trained students achieved 17 percent to 40 percent more on technical-subject-matter achievement tests than did untrained students. Low-reading-aptitude students achieved more under imagery strategies than low-reading-aptitude controls under the paraphrasing of the untrained strategies condition. Visual-networking-strategies students scored 26 percent higher on delayed-retention achievement tests than controls in the untrained group. (LRA).

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**ED 189 321** **CE 025 621**

*Russell, Jill Frymier*

**An Examination of Factors Influencing Cooperative Relationships between Educational Institutions and Employing Organizations.**

Columbus Technical Inst. Ohio

Pub Date—78

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Cooperation, *Coordination, *Education Work Relationship, *Employer Attitudes, *School Business Relationship, *Teacher Attitudes, Cooperative Planning, Economic Factors, Educational Legislation, Educational Research, School Role, Social Influences, Student Attitudes, Surveys, Values

Identifiers—Ohio (Central)

A study examined factors influencing cooperative relationships between educational institutions and employers. An historical analysis of the role of schooling over time (approximately 600 B.C. until post-

World War II) in relation to preparing persons for work was conducted. The influences of current pressures, policies, and practices affecting schooling as preparation for work was also studied. The major portion of the study involved four different research efforts in Central Ohio to gather data on relationships between educational institutions and employers. Two involved collecting information from employers—using Emerging Occupations Research (EOR) and Employer Association Survey (EAS)—and two from educators—using Survey of School Officials (SSO) and Values Survey (VS). The EOR revealed a high degree of agreement with the idea that coordination between employers and educators is needed and useful. The EAS indicated that employers are relatively well satisfied with schools and appear willing to work with educators. The SSO indicated a positive educator attitude toward cooperating with business/industry. The VS identified values students and teachers believed a good employee would rank highest. Innovative processes to link education and employment were also determined, including cooperative activities, the National Manpower Institute, industry-initiated cooperation, professional associations, and occupational information. (YLB).

**ED 189 322** CE 025 623

*Denniston, Denie And Others*

**'It Isn't Easy Being Special'. Let's Help Special Needs Learners: A Resource Guide for Vocational Education Teachers. Research and Development Series No. 184.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—48p. ; For related documents see ED 181 319-323 and ED 181 327

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($3.25)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Disabilities, *Economically Disadvantaged, *Educationally Disadvantaged, *Teacher Role, *Teaching Methods, *Vocational Education, Ancillary School Services, Coordination, Employment Potential, Environmental Influences, Individualized Instruction, Mainstreaming, Non English Speaking, Postsecondary Education, Program Development, Program Effectiveness, Program Evaluation, Secondary Education, Student Evaluation, Student Needs, Student Placement

Identifiers—Limited English Speaking

Divided into three chapters, this resource guide provides strategies and examples to assist the vocational education teacher working with disadvantaged, handicapped, and limited-English-proficiency students in secondary or postsecondary vocational education programs. Chapter 1 defines special needs students, lists their characteristics, and summarizes legislative requirements. Chapter 2 provides descriptions of procedures which define teacher roles and describe strategies and examples teachers can use to help students gain access to vocational education programs, perform well in these programs, and be successfully employed in the world of work. The chapter divides these procedures and strategies into three major components: (1) access, including assessing both environmental factors influencing the vocational education process and the students; (2) performance, involving planning programs and coordinating services, vocational education instructional programs, and support services; and (3) success, including employability and evaluation. Chapter 3 lists suggested resources, such as articles and books, films and filmstrips (annotated citations), and commercial work sample systems (annotated citations). (YLB).

**ED 189 323** CE 025 634

*Drier, Harry N. Ed. Pfister, Linda A. Ed*

**Career and Labor Market Information: Key to Improved Individual Decision Making.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—80

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Career Counseling, *Career Guidance, *Information Services, *Information Utilization, *Methods, *Occupational Information, *Program Improvement, Employment Projections, Employment Statistics, Labor Market, Secondary Education

The increased complexity of the work place and the technology for use in storing and dispensing career and labor market information led to the development of this monograph. Based on the problems and solutions identified through a current literature search and national symposium, this monograph contains (1) a framework for the establishment or improved use of labor market information; (2) specific guidelines for the establishment, operation, and evaluation of new uses of labor market information for guidance and counseling purposes; (3) specific examples of effective methods and techniques of using labor market information for guidance purposes; (4) specific examples of ways of implementing multi-agency collaboration in the use of labor market information on training and career guidance; and (5) a set of recommendations and priorities for future education and labor initiatives. (Four presentations delivered at the national symposium are summarized in the introduction. ) (BM).

**ED 189 331** CE 025 680

*Welton, Richard F.*

**The Development of Guidelines for a Recruitment Program in Agricultural Education at Kansas State University. Final Report.**

Kansas State Univ. Manhattan. Dept. of Adult and Occupational Education

Spons Agency—Kansas State Univ. Manhattan. Coll. of Education

Pub Date—80

Available from—Department of Adult and Occupational Education, College of Education, Kansas State University, Manhattan, KS 66506 ($7.50)

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Agricultural Education, *Guidelines, *Student Recruitment, *Teacher Education, *Teacher Recruitment, Administrator Attitudes, College Students, Higher Education, Student Attitudes, Surveys

Identifiers—Kansas State University

The major purpose of this study was to develop guidelines for a teacher recruitment program for use in agricultural education at Kansas State Universitiv. To determine current methods and practices of recruitment in the central region, a survey was conducted of teacher educators and state supervisors, coordinators of agriculture programs in Kansas community colleges, and agricultural education students enrolled at Kansas State University during the 1978-79 academic year. Among the findings of the survey was that 47 percent of the agricultural education students indicated they had switched into agricultural education from another major. Ninety-two percent of the state supervisors indicated their state had an inadequate supply of vocational agriculture teachers. Recruiting practices most often used by teacher educators were (in order) recruiting brochures, a personal letter from an interview with an agricultural education professor, and group presentations. Students felt that the people who had the most influence on their decision to major in agricultural education were (in order) the vocational agriculture teacher and college professor, parents, friends, and teachers in fields other than vocational agriculture. The high school counselor was ranked as having the least influence. Based on the survey findings, fifteen guidelines were written for recruitment activities. (The questionnaires are appended. ) (LRA).

**ED 189 332** CE 025 684

**How to Tame the CETA Beast. An Advocacy Manual for Older Women.**

Older Women's Educational Fund, Oakland, Calif

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Civil Rights, *Employment, *Females, *Job Training, *Older Adults, Displaced Homemakers, Educational Needs, Federal Legislation, Legal Responsibility, Proposal Writing

Identifiers—Advocacy, Comprehensive Employment and Training Act

Because older women have been conspicuously absent from Comprehensive Employment and Training Act (CETA) employment and training programs, this advocacy manual focuses on the employment needs of middle-aged and older women. The manual is divided into nine sections. The first section examines CETA itself, both in law and regulations, and discusses how it functions in practice, especially on a local level. Section 2 focuses on the older woman in terms of the displaced homemaker, the older worker, and the CETA connection. Section 3 details the proposal-writing process followed by a section (4) on "blue sky" proposals, which encourage innovative, job-creating ideas. Section 5 discusses the data game, while section 6 presents contradictions and pitfalls of the data game and how to work around them. Section 7 presents information on the theory and practice of advocacy, and legal rights and redress are discussed in section 8. The final section presents ideas for future action. A list of resources, glossary of CETA terms, and other related materials are appended. (BM).

**ED 189 333** **CE 025 694**

*Flemming, Donald N. Ankarberg, Mark R.*

**New Hampshire Vocational English as a Second Language Project. Final Report.**

Keene State Coll. N.H.

Pub Date—80

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Career Counseling, *English Second Language, *Inservice Teacher Education, *Testing, *Vocabulary, *Vocational Education, Adult Education, Cross Cultural Training, Demonstration Programs, Elementary Secondary Education, French, Non English Speaking, Portuguese, Resource Materials, Spanish Speaking, Staff Development

Identifiers—Limited English Speaking, New Hampshire (Keene), New Hampshire (Nashua)

The purpose of the New Hampshire Vocational English as a Second Language Project was to develop and disseminate a model program to serve limited English speaking individuals in New Hampshire's Vocational Education programs. Phase 1 identified the target population of students in grades K-12 through teacher surveys, and of out-of-school populations through contacts with social and religious organizations, adult education personnel, and key individuals in the community. Selected administrative and instructional personnel in the Nashua School District were interviewed to determine their awareness of the needs of the limited English proficient population and to procure their support for project activities. Phase 2 involved implementation of the model program developed at the end of phase 1. Its five basic components were (1) testing for placement and instructional planning; (2) career counseling for junior and senior high school students; (3) instructional programming for junior and senior high school students; (4) staff development in testing English as a Second Language, cross-cultural career counseling, and modification of English as a Second Language programs to include vocational vocabulary and concepts; and (5) curriculum library development. Phase 3 consisted of dissemination. (Appendixes include instruments for identification of target populations, summary of project activities, and ten student profiles. ) (YLB).

**ED 189 335** **CE 025 697**

*Ekstrom, Ruth B. Eliason, N. Carol*

**The Transferability of Women's Life Experience Competencies to Employment and Vocational Education: A State-of-the-Art Review.**

Educational Testing Service, Princeton, N.J.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—300-78-0594

Note—38p

Pub Type—Information analyses/State-of-the-Art Materials (070)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Experiential Learning, *Females, *Prior Learning, *Student Certification, Adults, College Credits, Course Evaluation, Employment Qualifications, Equivalency Tests, Job Skills, Learning Experience, Noncredit Courses, Portfolios Background Materials, Postsecondary Education, Transfer of Training, Womens Education

The purpose of the review reported here is to identify what has been and is being done in formally recognizing the educational and career relevance of the skills and competencies which women learn from their life experiences. Methodology noted includes survey of published literature and interviews with organizations, projects, and individuals to determine approaches and techniques for accrediting experience. Focus is on the kinds of learning that take place outside the usual formal instruction offered in school or college—prior learning as opposed to school-sponsored experiential learning. Topics under which findings are presented include accredited prior classroom and experiential learning, noncredit prior classroom learning, colleges' recognition of nonclassroom prior learning, and transferability of nonclassroom prior experience learning into paid employment. Conclusions presented are as follows: the main approaches used by educational institutions to assess prior experience learning are (1) course or program evaluation, (2) credit by examination, and (3) portfolio development. Portfolio development is considered the optimum because of its flexibility, but because of its individualization it involves more time and higher costs. Credit by examination works best when there is good correspondence between content of exam and scope of experience. Course/program evaluation is possible only for prior learning involving formal instruction. The main approach used to relate women's prior learning to employment involves matching individual competencies with job competencies. (JT).

**ED 189 359** **CE 025 805**

*Sekscenski, Edward S.*

**Job Tenure Declines as Work Force Changes. Special Labor Force Report 235.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—80

Pub Type—Journal Articles (080). Numerical/Quantative data (110). Reports—Research/Technical (143)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Career Change, *Employment Patterns, *Individual Characteristics, *Labor Force, *Labor Turnover, *Tenure, Age, Career Education, Employed Women, Females, Industry, Males, Marital Status, Occupations, Race, Sex

This report consists of an article from the December 1979 issues of the Monthly Labor Review, an explanatory note, and supplementary tables. The article considers these factors which determine the length of time a person works continuously for the same employer: age and sex, marital status of women, race, and occupation and industry. It is shown that workers under age 25 change occupations most frequently; single women generally remain in the same job longer; white men had worked longer on their current jobs than black men, but black women had worked longer than white women; and farmers had the longest job tenure of any occupational group, and workers in the construction and trade industries had the shortest. The explanatory note briefly describes the basic labor force concepts, sample design, estimating methods, and reliability of the data used in the report and based on a question in the January 1978 Current Population Survey. Supplementary tables include tenure on current job by (1) sex, (2) age and sex, (3) full-time or part-time status and age (marital status of female workers), (4) class of worker (industry of men), (5) class of worker (industry of women), (6) occupation of men, (7) occupation of women, and (8) age and sex (years of school completed). (YLB).

**ED 189 362** **CE 025 824**

*Gordon, Ruth, Comp. Leeke, Betty, Comp*

**Projects in Progress — FY 1979. A Report for the Coordinating Committee on Research in Vocational Education.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032
Note—161p.; For a related document see ED 174 781
Pub Type—Reference Materials—Bibliographies (131). Reports—Descriptive (141). Information analyses/State-of-the-Art Materials (070)
**EDRS Price—MF01/PC07 Plus Postage**
Descriptors—*Career Education, *Curriculum Development, *Demonstration Programs, * *Research Projects, *Vocational Education, Adult Education, American Indians, Bilingual Education, Contracts, Educational Research, Elementary Secondary Education, Federal Aid, Grants, Postsecondary Education, Professional Training
Identifiers—Office of Career Education, Office of Education, United States

Resumes of 321 ongoing projects in career education, vocational education, and education and work are provided. (These contract and grant awards are administered by the U. S. Office of Education's Division of Research and Demonstration and Office of Career Education. ) The publication is organized into three sections. Section 1 includes descriptions of the four agencies and a list of key personnel. Section 2 contains the project resumes grouped by administering agencies (e. g. the Office of Career Education, the National Institute of Education). Projects administered by the Division of Research and Demonstration (the largest section of abstracts) are subdivided as follows: Programs of National Significance (Projects of National Significance, Personnel Development, the National Center for Research in Vocational Education, and Curriculum Coordination Centers); Bilingual Vocational Education; and Contract Program for Indian Tribes and Indian Organizations. Each resume includes bibliographic information, subject terms that describe the project, and an abstract focusing on project objectives and procedures. Section 3 is comprised of six indexes: subject, project director, organization, responsible agency, geographic location (state and U. S. Congressional District), and contract/grant number. Directions for using the report and a sample resume are provided in the introduction. (Author/LRA).

**ED 189 369** **CE 025 848**

*Chastain, J. Dale Schindler, Arlene K.*
**Primer for Trainers. One of a Series of Studies in Volunteerism, Training & Employment.**
Women in Community Service, Inc. Washington, D.C.
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—General (130)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Leadership, *Teaching Skills, *Trainers, *Workshops, Communication Skills, Cultural Differences, Educational Administration, Educational Environment, Leaders Guides, Participation, Teaching Methods

Intended for novice trainers, this primer contains basic information about workshops and the tasks and skills necessary for effective leadership of workshops. Likening the tasks of a workshop leader to those of the classroom teacher, the first chapter deals with the workshop as an educational event and the management of the workshop. The following chapter provides direction on creating a learning environment, presenting information, and directing and monitoring activities. Chapter 3, Managing Individual Participation, explores the behavior states of both leaders and participants, leader participant transaction, and the fact that no leader states have inherent value in and of themselves. Another chapter is devoted to the processing of contributions of participants and the integration of them into the workshop content. The final chapter discusses interpersonal communication among participants and with the workshop trainer, with emphasis placed on the recognition of the respect for cultural diversity. (MEK).

**ED 189 370** **CE 025 850**

**Policy Choices in Vocational Education (and) Technical Appendix.**
Institute for the Future, Menlo Park, Calif
Spons Agency—Ohio State Univ. Columbus. National Center for Research in Vocational Education
Report No.—R-48A; R-48B
Pub Date—79
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC09 Plus Postage**
Descriptors—*Educational Policy, *Educational Trends, *Futures of Society, *Trend Analysis, *Vocational Education, Educational Change, Enrollment Trends, Long Range Planning, Population Trends, Social Indicators

This report examines the impact of changes in the vocational education environment that are likely to be important to policymakers over the next fifteen years. It contains forecasts of a number of trends that will be of significance to vocational educators, an analysis of the policy implications of those trends in the education environments, and an assessment of how vulnerable policy decisions might be to further changes. The report is divided into three parts. Part 1 describes likely changes in the external environment that will be important influences on vocational education. Areas discussed include demography, the labor force, the economy, societal expectations, and education. Part 2 focuses on the implications of these environmental changes on vocational education and on the policy changes planners in vocational education will face. Part 3 analyzes the likely impact on planning of alternate environmental outcomes. A technical appendix contains actual trend forecasts and a detailed listing of assumptions. (LRA).

**ED 189 373** **CE 025 863**

*Meyer, Warren G. Ed*
**Vocational Education and the Nation's Economy. Seventh Yearbook of the American Vocational Association.**
American Vocational Association, Washington, D.C.
Pub Date—77
Available from—The American Vocational Association, 2020 N. 14th St. Arlington, VA 22201 ($12.00)
Pub Type—Books (010). Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—General (020)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Economic Development, *Economics, *Economics Education, *Educational Economics, *Vocational Education, Agricultural Education, Allied Health Occupations Education, Business Education, Cost Effectiveness, Distributive Education, Home Economics Education, Human Capital, Investment, Outcomes of Education, Trade and Industrial Education

This book is designed to help readers improve their understanding of the economics of vocational education, encourage them to develop further their competencies in this realm, and to stimulate interest in broadening the scope of vocational education curricula to include content that will upgrade the economic literacy of vocational education recipients. The first of four major sections is a mini-course in the economics of education. It describes the field of economics and explains the concept of human capital, which forms the basis of a procedure for economic analysis and comparison of educational programs. Section 2 takes the reader through sequential steps in the economics of vocational education, beginning with goals and objectives and ending with a discussion of programmatic investments. Section 3 deals with economic literacy and identifies what teachers and workers should know about economics. Section 4 addresses teachers and curriculum specialists in six service areas of vocational education. Each author in this section addresses the economic roles and contributions of the occupational field served and offers suggestions for teaching applied economic understandings and skills. (LRA).

**ED 189 378** **CE 025 897**

*Beyea, Patricia O'Kane, Geraldine*
**How to Erase Sex Discrimination in Vocational Education.**
American Civil Liberties Union, New York, N.Y. Women's Rights Project
Pub Date—77
Available from—Women's Rights Project, American Civil Liberties Union, 132 W. 43rd St. New York, NY 10036 ($2.50)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**Document Not Available from EDRS**
Descriptors—*Females, *Sex Bias, *Sex Discrimination, *Sex Role, *Vocational Education, Equal Education, Equal Opportunities Jobs, Guidelines, Program Descriptions, Sex Stereotypes

This guidebook contains information on the causes and remedies for sex discrimination in vocational education. The first of seven chapters, Vocational Education is a Big (and Sex Discriminatory) Business, reviews the current status of girls in vocational education across the country. Chapter 2 describes the bureaucratic structure of vocational education so that the reader can identify areas of investigation, sources of power, and leverage points for improving vocational education programming. The third chapter reviews three ways to gather facts about vocational education in a local area. Recent laws against sex discrimination in vocational education are reviewed in chapter 4. The fifth chapter focuses on organizing a campaign against sex discrimination in vocational education. Chapter 6 describes methods of establishing contacts with students, parents, and teachers and developing programs geared to provide an education forum for each. In the final chapter, suggestions are given concerning how to get media coverage. Appended material includes statistical information on women workers and on women in vocational education, a questionnaire for vocational education administrators, and a list of groups working for vocational education reform. (LRA).

**ED 189 397** CE 025 939

*Shippen, Samuel Joseph, Ed. Wasil, Raymond A. Ed*

**Placement and Follow-up.**

Xerox Individualized Publishing, Lexington, Mass

Pub Date—77

Available from—Ginn Custom Publishing, 191 Spring St. Lexington, MA 02173 ($6.95)

Pub Type—Collected Works—General (020). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**Document Not Available from EDRS**

Descriptors—*Career Counseling, *Career Exploration, *Counselor Training, *Job Placement, *Legislation, *Vocational Followup, Secondary Education, Vocational Adjustment

This document contains a compilation of original manuscripts written by competent authorities in the field of job placement services for students. Viewing placement as both a product and an integral part of a developmental process, these papers are divided into the following six topical areas: (1) information, (2) exploration, (3) counseling, (4) placement, (5) follow-up, and (6) legislation. The paper in section 1 is School Based Placement—A Prospective for Training, by Jack Martin. Section 2 is Exploration—In the Vanguard of Placement, by Lillian Buckingham. Section 3 includes Key Counseling Processes, by Herman Peters, and Counselor Training in Job Placement, by Samuel Shippen. Section 4 contains A Job Placement Program for High Schools, by Ken Gray; Placement Systems and Practices, by Patrick Mcdonough and Francis Burtnett; and Placement Follow-Up Process and Counseling, by Herman Peters. In section 5 are Follow-Up and Follow Through, by John Dale, and Preparing the Neophyte Worker to Cope with Job Adjustment Problems, by Robert Campbell. Legislation for Placement Services, by Raymond Wasil, represents the sixth section. A subject index is provided. (BM).

**ED 189 401** CE 025 95[illegible]

*Hull, William L. And Others*

**Selected Papers on the Change Process, Presented at the EPDA Regional Inservice Education Program: Developing Change-Agent Competencies in Administrators of Vocational Education (Atlanta, Georgia, June 1-5, 1975).**

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges

Pub Date—75

Pub Type—Collected Works—General (020). Speeches, Conferences Papers (150). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Change Strategies, *Educational Change, *Vocational Education, Change Agents, Educational Development, Educational Innovation, Educational Strategies, Influences

Focusing on the change process, this document presents five papers given at a regional EPDA inservice education program. Papers included are (1) Underlying Dimensions of the Change Process, by William Hull, which presents guidelines for planned change; (2) Alternative Organizations for Producing Innovation, by Daniel Koble, which describes participative decision making as it relates to alternative organization structures for the identification and selection of innovations in vocational education; (3) Techniques for Influencing Others to Accept Change, by William Hull, which discusses types of techniques that may be used to propose changes in vocational education; (4) Strategies for Funding Innovative Projects, by Daniel Koble, discussing the allocation, dispersement, and use of vocational education funds to produce program innovation; and (5) Statewide Diffusion Networks: Their Establishment and Evaluation, by Earl Russell and N.L. McCaslin, focusing on the concept of statewide diffusion networks as encompassing any new product, idea, practice or program showing promise for improvement in vocational education. (LRA).

**ED 189 417** CE 026 048

**Cooperative Education in Community Colleges of Arizona.**

Arizona State Board of Directors for Junior Colleges, Phoenix

Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.

Pub Date—79

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Community Colleges, *Cooperative Education, *Curriculum Development, *Delivery Systems, *Program Implementation, *Statewide Planning, Career Choice, Cooperative Programs, Coordination, Definitions, Eligibility, Financial Support, Glossaries, School Business Relationship, Skill Development, State Standards, Student Participation, Two Year Colleges, Vocabulary, Work Experience

Identifiers—Arizona

This document presents the results of a project to improve and clarify the Cooperative Education curricula offered by the community colleges of Arizona. The first section overviews cooperative education by discussing and/or defining concepts related or inherent to cooperative education: relevancy, skills application and skills development, alternate and parallel plans, coordination, employment/training, student participation, and advantages to students, employers, and the college. A glossary is divided into terms related to cooperative education and terms not related to cooperative education. The definitions given are an attempt at a common terminology for Arizona Community Colleges. The next part presents these exhibits: a list of minimum requirements to qualify for cooperative education funding and blank and sample application forms for approval of programs in cooperative education. A final section summarizes innovative methods for implementing cooperative education at five Arizona community colleges: Maricopa, Mohave, Pima, Navajo, and Cochise Community College Districts. Emphases include procedures for assigning semester credit hours, methods for phasing on-the-job work experience with a related vocational class, and student qualifications for entering the program. (YLB).

**ED 189 425** CE 026 059

*Thieleman, Betty*

**On Second Thought: A Career Change Handbook.**

Multicopy, Inc. Northfield, Ill

Pub Date—80

Available from—On Second Thought, P.O. Box N554, Northfield, IL 60093 ($5.00; 10 or more copies, $4.00)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Career Change, *Employment Interviews, *Job Application, *Job Search Methods, *Self Evaluation Individuals, Employment Opportunities, Guides, Portfolios Background Materials, Skill Analysis

Developed primarily for teachers, this career change handbook is divided into seven chapters. Chapter 1 discusses the phenomenon of career change. Information and activities on assessing skills are presented in chapter 2. Transferable skills and procedures for writing accomplishment statements are discussed in chapter 3. The fourth chapter presents information and examples on how to prepare a resume, while chapter 5 discusses the important facts to cover in both a formal and informal interview. Chapter 6 discusses five ways to find a job. The final chapter includes a career change log for recordkeeping and a bibliography of resources helpful in the job search. (BM).

**ED 189 429** CE 026 066

*Downing, Diane E.*

**Education, Training and Assistance: An Issue but Not a Priority. The White House Conference on Small Business (Washington, D.C. January 13-17, 1980).**

Texas Univ. Austin

Pub Date—80

Pub Type—Collected Works—Proceedings (021)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Business Education, *Educational Needs, *Job Training, *Policy Formation, *Technical Assistance, Administration, Business, Federal Government, Vocational Education

Identifiers—Small Businesses, White House Conference on Small Business

This paper describes one of the key issue areas addressed by the White House Conference on Small Business, January 13-17, 1980. This issue area of Education, Training and Assistance was one of twelve major conference themes, which included Capital Formation and Retention; Minority Business Development; Economic Policy and Government Programs; Women in Business; Government Regulation and Paper work; Inflation; International Trade; Federal Procurement; Energy; Innovation and Technology; and Veterans in Business. This paper is divided into three areas of discussion. First, the pre-conference background of the issue area is described. Next, an analysis of the working issue agenda is presented along with the final conference recommendations. Finally, a discussion of problems and post-conference concerns regarding education, training, and management assistance in small business is presented. The purpose of the paper is to offer some suggestions as to why education, training, and management assistance, although a vital issue to small business, did not emerge as a critical priority at the White House Conference. (Author/BM).

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**ED 189 430** CE 026 069

*Degener, David, Comp. And Others*

**Producing Dissemination Materials. Final Draft Version.**

Far West Lab. for Educational Research and Development, San Francisco, Calif

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-77-0477

Note—60p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Career Education, *Demonstration Programs, *Information Dissemination, *Material Development, *Production Techniques, Adoption Ideas, Budgeting, Diffusion, Guides, Publications, Validated Programs

Identifiers—Joint Dissemination Review Panel

This manual is intended to help projects approved by the Joint Dissemination Review Panel produce materials that will support their dissemination activities. Specifically directed toward career education projects, it should be equally useful for other projects. Section 1 discusses diffusion/adoption and these topics regarding materials: purpose, basic features, considerations, and materials development. Section 2 outlines the complete inventory of materials that can make up a dissemination package. These are grouped under four categories—awareness and selection, instruction, training, and management—approximating the stages in the diffusion process that require materials. Materials within each category are described in an outline format under these headings: item, audience, purpose, content, format, life expectancy, distribution, and quantity. Section 3 considers these elements of preparation of text: planning and scheduling the development process, budgeting, review, and final organization. Section 4 outlines tasks involved in producing materials—preparing rough layout, obtaining camera-ready copy, selecting and preparing photos and graphics, completing layout, printing, and finishing and bindings. Appendixes include information sheets on folding styles and binding methods. (YLB).

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**ED 189 445** CE 026 106

*Arthur, Patricia, Comp. Budke, Wesley E. Comp*

**Current Projects in Vocational Education—FY 1978. State-Administered Projects.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—239p.; For related documents see ED 138 782, ED 156 611, ED 170 532, ED 173 622, ED 174 781, ED 182 499, and CE 025 824. Small print may be marginally legible

Pub Type—Reference Materials—Directories/Catalogs (132). Reports—Descriptive (141)

**EDRS Price—MF01/PC10 Plus Postage**

Descriptors—*Curriculum Development, *Demonstration Programs, *Educational Innovation, *Educational Research, *Research Projects, *Vocational Education, Adult Education, Developmental Programs, Disabilities, Disadvantaged, Educational Development, Elementary Secondary Education, Experimental Programs, Pilot Projects, Postsecondary Education, Program Descriptions, Program Development, Program Evaluation, Sex Fairness, State Departments of Education, State Programs, Unemployment

Identifiers—Education Amendments 1976, Vocational Education Act 1963

This annual report contains resumes of research projects, exemplary and innovative projects, and curriculum development projects. Projects were administered by state departments of education through research coordinating units (RCUs) in fiscal year 1978 and funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976. Section 1 presents project descriptions alphabetically by state, within state by legislative section, and alphabetically by title within sections. Resumes follow this format: accession number, project title, director(s), contracting organization, funding period, fiscal year funding, explanatory note, administering agency, contract or state control number, descriptors (subject terms), identifiers (additional identifying terms), and abstracts. The abstracts follow guidelines adapted from the Educational Resources Information Center (ERIC) Processing Manual; subject terms are selected from the Thesaurus of ERIC Descriptors. Section 2 contains a subject index. Lists of State Directors of Vocational Education and Directors of RCUs are appended. (YLB).

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**ED 189 448** CE 026 112

*Glover, Robert W.*

**Apprenticeship in the United States: Implications for Vocational Education Research and Development. Occasional Paper No. 66.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.20)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Apprenticeships, *Articulation Education, *Cooperation, *School Business Relationship, *Vocational Education, Cooperative Education, Education Work Relationship, Employer Attitudes, Industrial Training, Postsecondary Education, Secondary Education, Skilled Occupations, Unions, Work Experience

An alliance between apprenticeship and vocational education could accomplish more than either system could achieve on its own. An understanding of the system is important prior to working effectively with apprenticeship programs. They are sponsored by single employers or groups of employers acting singly or jointly with a union. Union interest centers around control of craft competence and productivity, increased job security, and union security. Employer interest is based on lower costs of training for groups of small-scale employers. Apprenticeship in practice is concentrated in the building trades, which have over 60% of registered apprentices. Government, specifically the Bureau of Apprenticeship and Training and state apprenticeship agencies, has a supportive and regulatory function. Apprenticeship seems to resemble cooperative education but differs in that the apprentice has a regular job, the cooperative student has a training position. Apprenticeship is industry-based; cooperative education is school-based. Vocational education and apprenticeship can work together in two ways: (1) vocational education can channel well-prepared and well-informed candidates into apprenticeships and (2) public vocational education can serve as a resource for providing the related instruction portion of training in apprenticeship. (Discussion questions and answers are appended. ) (YLB).

**ED 189 449** **CE 026 113**

*Burnside, Nancy And Others*

**New Beginnings. A Manual for Facilitating Growth for Displaced Homemakers.**

Arizona State Univ. Tucson. Dept. of Continuing Education

Spons Agency—Arizona State Dept. of Education, Phoenix

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

**EDRS Price—MF01/PC06 Plus Postage**

Descriptors—*Adjustment to Environment, *Career Choice, *Displaced Homemakers, *Job Search Methods, *Self Concept, Adult Development, Career Development, Career Education, Career Planning, Communication Skills, Females, Goal Orientation, Individual Characteristics, Individual Needs, Job Skills, Learning Activities, Occupational Aspiration, Vocational Interests, Womens Education

This resource manual shares ideas and exercises with those persons interested in and working with the specific concerns of displaced homemakers. Sections correspond to steps in an adjustment process leading to job search. An introduction overviews the manual and provides helpful hints for use by peer counselors, professional therapists, and group leaders. Part 1, Self Concept, of section 1, Who I Am, contains seventeen exercises which look at the person and the identity from childhood to adulthood, from past experience to present, from outside influences to inside characteristics. The four exercises in part 2, Communications, are intended to facilitate the movement from knowledge about self to sharing that self with others. In section 2, part 1, Interest and Skill Review, and part 2, Needs and Wants, contain fourteen exercises which evaluate interests, skills, needs, and wants to assist the displaced homemaker to mold her characteristics with her identity and establish career goals. Section 3 consists of part 1, Job Search Readiness, and part 2, Job Search. Eight exercises cover necessary skills in finding employment. Section 4 lists agencies, organizations, colleges, people, and places of assistance to displaced homemakers and leaders/counselors. Section 5 is a bibliography. (YLB).

**ED 189 453** **CE 026 131**

**Expanding Career Options. A Manual for Expanding Careers in Postsecondary Vocational Education Programs.**

Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Spons Agency—Georgia State Dept. of Labor, Atlanta

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Tests, Questionaires, Evaluation instru ments (160)

**EDRS Price—MF01/PC07 Plus Postage**

Descriptors—*Career Education, *Equal Education, *Females, *Minority Groups, *Nondiscriminatory Education, *Student Recruitment, Administrator Guides, Civil Rights, Disabilities, Educational Counseling, Educational Opportunities, Employment Opportunities, Federal Legislation, Postsecondary Education, Racial Discrimination, Sex Discrimination, Student Placement, Vocational Education

This manual is designed to provide information and suggestions to help in increasing the number of nontraditional students who are recruited, trained, and placed on jobs. Following an introductory section, chapter 2, The Context of Equity in Work, reviews key facts on women's status in the work force, on minority women in the workforce, on racial and ethnic minorities in the work force, and on the handicapped in the workforce. Focusing on the legal context of equity, chapter 3 reviews recent federal legislation. In the fourth chapter, equity assessment instruments are presented. Recruitment and orientation strategies are given in chapter 5 followed by a discussion of counseling/retention strategies for nontraditional students in chapter 6. The final chapter focuses on strategies for the placement and followup of nontraditional students. Specific topics addressed include what employers do to attract nontraditional employees, creating nontraditional job opportunities. student preparation for job interviews, and the importance of followup. (LRA).

**ED 189 475** **CE 026 228**

*Lund, Duane R.*

**The Role of Vocational Education in the Economic Development of Rural Areas: Implications for Research and Development. Occasional Paper No. 62.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.20)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Economic Development, *Research Needs, *Rural Areas, *Rural Development, *Vocational Education, Employment Opportunities, Industrialization, Quality of Life, School Business Relationship

Identifiers—Minnesota (Staples)

Focusing on vocational education as a facilitator of rural economic development, the author of this paper discusses how to develop a rural community that will attract new jobs. His discussion includes the following key points: the role of local development corporations; concerns about quality of living for employees; encouragement of homegrown industries to expand; and the importance of agriculture. Implications for research are summarized. Finally, the author presents a case study based on the experiences of the rural community of Staples, Minnesota. (BM).

**ED 190 739** **CE 022 068**

*Goodman, Neal R.*

**The (Non) Treatment of Women in the Study of Social Mobility.**

Saint Peter's Coll. Jersey City, N.J.

Pub Date—80

Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Females, *Research Methodology, *Sex Bias, *Social Mobility, *Social Science Research, *Sociology, Employment Patterns, Research Problems, Sex Role, Social Change, Social Status

Assumptions held by sociologists concerning the role that women played in their own mobility has resulted in a variety of creative operationalizations in measuring female mobility; however, the assumptions can no longer be accepted as applicable to the present generation of younger women. Some research on social mobility has simply excluded females from its purview. Other research placed the importance of female mobility on a secondary level to male mobility. Some studies determined a woman's class and mobility by comparing her father's occupation to that of her husband. Reasons cited for differential treatment of women include these: males seek identity through occupations, females seek it through their husbands; role conflict faced by working women complicates occupational aspiration; female's occupation differs from male's in duration and purpose. Differential treatment of women by researchers reflects the former status of women. Significant changes, particularly in the past decade, in female educational attainment, the opening of the occupational structure for women, smaller families, and increased occupational aspiration suggest that women now play a more significant role in determining their own future statuses. One recent study concluded that generalizations about occupational mobility which have been made for males apply for females. Exclusion of females from research on mobility can no longer be tolerated in studies which offer to generalize about the social mobility of the population as a whole. (JT).

**ED 190 742** **CE 024 872**

*Orlich, Donald C. Murphy, Ronald R.*
**Selected Models and Elements of Evaluation for Vocational Educators.**
Washington State Commission for Vocational Education, Olympia
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC05 Plus Postage**
Descriptors—*Evaluation Criteria, *Evaluation Methods, *Models, *Program Evaluation, *Vocational Education, Achievement Gains, Data Collection, Postsecondary Education, Program Effectiveness, Secondary Education

The purpose of this manual is to provide vocational educators with evaluation elements and tested models which can assist them in designing evaluation systems. Chapter 1 provides several sets of criteria for inclusion in any general program evaluation. The eleven general areas for which criteria are included are administrative procedures, curriculum design, staff development, articulation and coordination, liaison activities, student-related activities, recruitment and advising, placement and followup, expanded opportunities, facilities and equipment, and evaluation. Chapter 2 discusses some specific educational concepts and techniques which have implications for vocational evaluation, including achievement variables and taxonomies. Chapter 3 addresses the concept of evaluation models. These six models are presented and discussed: Accreditation, Tylerian, CIPP (context, input, process, and product. CSE (Center of the Study of Evalution), Formative and Summative, and Single Subject Design. Chapter 4 focuses on procedures to design a comprehensive evaluation system which includes data collection. Sample charts, tables, grids, and reporting forms are presented. Appendixes provide selected sample instrument formats representing the following categories of program evaluations: student assessment, teacher assessment follow-up, employee surveys, and the general category of evaluation. (YLB).

**ED 190 745** CE 025 389

*Iverson, Maynard J. Davis, Paul D.*
**The Effects of Selected Inservice Education Methods on the Attitudes of Vocational Education Instructors Regarding Teaching Students with Physical Disabilities.**
Auburn Univ. Ala. Dept. of Vocational and Adult Education
Pub Date—80
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC03 Plus Postage**
Descriptors—*Efficiency, *Inservice Teacher Education, *Physical Disabilities, *Teacher Attitudes, *Teaching Methods, *Vocational Education Teachers. Adult Vocational Education, Agribusiness, Agricultural Education, Comparative Analysis, Individualized Instruction, Lecture Method, Pacing, Postsecondary Education, Secondary Education, Videotape Recordings, Vocational Education

A study determined effective inservice education methods to reduce the apprehension of experienced vocational education teachers regarding instruction of handicapped students. In order to guide the study, three null hypotheses were generated and tested. A three-group, randomized, pre- and post-test experimental design was utilized. Thirty teachers of vocational agribusiness in Alabama, who were attending a workshop for cooperating teachers, were randomly assigned treatments which consisted of a videotaped presentation, a lecture (control), and a self-paced individualized packet. The Attitudes Toward Disabled Persons (ATDP) instrument was utilized to collect data. Descriptive and inferential statistics utilized to analyze the data included percentages, means, frequencies, correlated T-tests, Chi Square, and analysis of variance. All three null hypotheses were rejected at the .05 level of confidence: Voc-Ag teachers were moderately positive in attitudes toward the disabled; there were changes in attitudes after inservice treatments as measured by the ATDP; and the videotape presentation was most effective. Lecture was next in effectiveness, and the self-study was least effective in changing attitudes of teachers toward the disabled. Seven recommendations were made based on the findings of the study. (Author/YLB).

**ED 190 762** CE 025 672

*Murray, John And Others*
**The Role of the Vo-Ag Teacher: Task Force Report.**
American Vocational Association, Washington, D.C.
Pub Date—80
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Agricultural Education, *Teacher Role, *Teaching Occupation, *Vocational Education, *Vocational Education Teachers, Needs, Problems, Teacher Responsibility, Teacher Shortage
Identifiers—American Vocational Association

This task force report of the agricultural educational policy committee of the American Vocational Association focuses on the role of the vocational agriculture teacher. The first part of this report summarizes the philosophy needed by all teachers, major program objectives perceived by teachers of agriculture for their students, functions of an agriculture teacher, and instructor qualifications. The second half of the report lists the future concerns and needs in agricultural education: supply of qualified instructors, funding, opportunity for advancement, workload, decreasing emphasis in providing for supervised occupational experience programs, lack of adequate agricultural manpower needs information, erosion of program area identity, decrease in state staff, budgetary/staff cutbacks at teacher education institutions, decreasing enrollments, increasing proliferation of Future Farmer of America activities, reduction in year-round programs, increasing legislative mandates, and erosion of national and state leadership. (LRA).

**ED 190 763** CE 025 675

*Kirts, Carla A. Claycomb, Donald M.*
**Student Teaching Management in Agricultural Education: A National Study.**
Pub Date—80
Pub Type—Reports—Research/Technical (1[illegible] Speeches, Conferences Papers (150)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Agricultural Education, *Student Teaching, *Teacher Education, *Vocational Education, Educational Practices, Higher Education, National Surveys

The purpose of this study was to provide data which described the current state of the art in the management of student teaching in agricultural education on a nationwide basis. Seventy-two teacher education institutions responded to a twelve-item instrument designed to determine how student teaching was managed. The results indicated a wide range of management procedures were used to prepare vocational agriculture teachers. The length of the student teaching period varied from 6 to 18 weeks. The number of hours the student was expected to spend teaching high school students varied from a low of 20 hours to a high of 360 hours. Concerning procedures and requirements in the management of student teaching, it was found that 53 percent of the institutions had less than or equal to two full-time teacher educators on staff. Seventy-eight percent of the institutions reported that the same number of staff members visited student teachers as there were total agricultural staff members at the institution. Almost 71 percent of the student teachers were visited a minimum of three times by staff during student teaching. Furthermore, 67 percent were visited by one staff member and 56 percent were visited for half a day or more per visit. (The survey instruments are appended.) (LRA).

**ED 190 769** CE 026 040

*Warnat, Winifred I.*
**Building a Theory of Adult Learning: Toward a Total Person Model.**
American Univ. Washington, D.C.
Pub Date—80
Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Research/Technical (143)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Adult Development, *Adult Learning, *Learning Theories, *Models, Adult Education, Comparative Analysis, Experiential Learning, Motivation
Identifiers—Total Person Model

To determine what a theory of adult learning should encompass, three topics were considered: current status of adult learning theory, contributions of the developmentalists, and foundation for a total person model of adult learning theory. An overview of activity related to theory building in adult learning during the 1970s showed the emphasis that adult educators placed on the planning of programs for the adult learner. Other conclusions drawn were that a truly holistic learning theory is needed and desired; theory building has focused on relevance for practice; and there are common concerns about intrinsic aspects of adult learning. A comparative analysis was conducted of twenty interpretations of adult development which fall into three categories—linear, hierarchical, and unclassified. Reasons for the analysis were to determine (1) how adulthood is interpreted, (2) how adult learning is addressed, (3) where there is consensus, (4) where the gaps are, and (5) how these various interpretations relate to theoretical models being developed. The theoretical model developed encompassed three crucial concepts which attempt to incorporate all those dynamics contributing to one's personal composition: total person as a living-learning laboratory, life events as learning lessons, and layering as a resource data bank. (Ten tenets of the Total Person Model are listed.) (YLB).

**ED 190 770** CE 026 052

*Franklin, Paul L. Macy, Francis U.*

**A View from the Bridge: State Educational Information Programs in Mid-Stream.**

National Center for Educational Brokering, Syracuse, N.Y.

Pub Date—80

Available from—National Center for Educational Brokering, Office of Publications, 405 Oak St. Syracuse, NY ($1.25)

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Career Counseling, *Counseling Services, *Educational Counseling, *Information Centers, *Information Services, *State Programs, Adult Education, Career Education, Career Planning, Computer Oriented Programs, Cooperative Programs, Coordination, Counselor Training, Educational Research, Evaluation, Federal Aid, Hotlines Public, Information Dissemination, Information Networks, Information Systems, Occupational Information, Postsecondary Education, Program Development, Staff Development, Statewide Planning

Identifiers—Educational information Centers

A 1980 study focused on state programs for development of Educational Information Centers (EICs), statewide educational information programs in their second year of federal funding. State coordinators of EIC programs in eighteen states were surveyed in person or by telephone about five areas of EIC effort: collaboration with other state programs, networking local services, information development and dissemination, staff training and development, and research and evaluation. Extensive collaborative efforts were found to abound. Joint planning activity, notably with State Occupational Information Coordinating Committees, dominated, although examples of cooperative funding efforts to avoid duplication were noted. Virtually every state EIC indicated development of a network of local information and counseling services as a program focus. The greatest point of consistency among the EICs was their desire to improve quality and availability of educational information. Nearly every state had or was developing some type of information directory or service—information directories, statewide toll-free telephone service, or computerized career information systems. Training activities for local providers of educational and occupational information and counseling tended to be informational and networking in nature. States were minimizing research and evaluation activities in favor of a focus on development and implementation of services. (YLB).

**ED 190 776** CE 026 086

*Bender, Carl M. Petty, Gregory C.*

**Issues of Youth Employment.**

Missouri Univ. Columbia. Coll. of Education

Spons Agency—Missouri State Div. of Manpower Planning, Jefferson City.

Pub Date—80

Pub Type—Information analyses/State-of-the-Art Materials (070). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Influences, *Minority Groups, *Rural Youth, *Unemployment, *Urban Youth, *Youth Employment, Employment Opportunities, Employment Projections, Employment Statistics, Youth Problems

This document contains one of two reports presented at the Governor's National Forum on Youth Employment, May 22-23, 1980. Focusing on the issue of youth employment, this report is divided into seven sections. Section 1 discusses the high national youth unemployment rate. Section 2 describes a variety of factors pertinent to youth unemployment and the characteristics of the teenage labor force. Section 3 explains some of the causes for youth unemployment. The prognosis for the next decade is discussed in section 4. Section 5 presents the urban youth employment perspectives, while section 6 presents the rural youth employment perspectives. Finally, section 7 discusses the following conclusions: (1) the youth population of the 1980s is projected to decline; (2) the causes associated with youth unemployment are diverse and multifaceted; (3) our educational system is rigidly structured and serves as a deterent to an increasing number of young people; and (4) minority, inner city, and rural area youth are the segments of the labor force that will experience the bulk of youth unemployment during the 1980s. (BM).

**ED 190 779** CE 026 129

*Smith, David A.*

**An Overview of Training in the Public Sector.**

Analytic Sciences, Inc. Arlington, Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—NIE-P-79-0049

Note—73p

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Educational Finance, *Expenditures, *Government Employees, *Public Agencies, *Training, Costs, Federal Aid, Federal Government, Local Government, Military Personnel, Military Training, Postsecondary Education, State Aid, State Government, Vocational Education

Identifiers—Public Sector

This report provides an overview of the training and education received by public sector employees, estimates of public funds expended for this training, recent trends, and identification of policy issues for future study. Chapter 1, an introduction, summarizes the content of chapters 2 and 3. Chapter 2 describes the major portions of the public sector—federal civilian employees, uniformed members of the armed forces, independent agencies, and state and local government—and public sector training. It is reported that the public sector employs nearly 19 million people and that between 3 and 4 million public sector employees receive training and education each year at a cost of between 9 and 10 billion dollars. Chapter 3 summarizes the dimensions of public sector training. For each major portion of the public sector a preliminary analysis is presented based on available data, covering the data bases, costs, size, emphasis, trends, distribution, and issues of public sector training. Where possible, initial estimates are made on the objectives of the training and impacts on other educational institutions. These trends are indicated: state and local training is growing more rapidly than federal and military training and costs 6 billion dollars per year and will increase. (YLB).

**ED 190 781** CE 026 134

*Carpenter-Huffman, Polly*

**The Cost-Effectiveness of On-the-Job Training.**

Rand Corp. Santa Monica, Calif

Report No.—Rand-P-6451

Pub Date—80

Available from—Publications Department, The Rand Corporation, 1700 Main St. Santa Monica, CA 90406 ($3.00)

Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Cost Effectiveness, *Input Output Analysis, *On the Job Training, *Program Costs, *Program Effectiveness, Educational Assessment, Postsecondary Education, Program Evaluation, Vocational Education, Work Experience

Cost effectiveness of on-the-job training (OJT) can be determined by measures of effectiveness and by cost assessing the relationship between output and input. Defining effectiveness to be a measure of what an activity produces leaves two main groups of problems unresolved: hierarchies of effectiveness and multiple outcomes. The most significant level in the hierarchy of effectiveness that would permit unambiguous attribution of effectiveness of OJT activity must be determined. At each level OJT may have multiple outcomes, since a trainee is usually certified on a number of tasks or OJT may be a qualification for promotion. Care must be taken to assess attainment of each objective and to judge the relative importance of each. In any cost analysis different categories of cost must be considered. There are three types of OJT activities with varying costs—Type 1, whose only product is training; Type 2, requiring little OJT and producing work; and Type 3, producing both work and training simultaneously with the same resources. OJT trainees may offset some of the OJT cost by participating in Type 2 and 3 activities. To establish the effects of cost on OJT provision, organizations must determine the cost of all three types. (YLB).

**ED 190 782** **CE 026 135**

*Lydecker, Toni H.*

**Job Training and the Schools: A Community Guide to Vocational Education.**

National Urban Coalition, Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Coordination, *Disadvantaged, *Educational Cooperation, *Job Training, *School Community Relationship, *Vocational Education, Adults, Adult Vocational Education, Communication Thought Transfer, Community Involvement, Community Organizations, Cooperative Planning, Cooperative Programs, Employment Programs, Financial Support, National Programs, Program Administration, School Community Programs, Secondary Education, State Programs, Urban Population, Urban Youth

Identifiers—Comprehensive Employment and Training Act

This guide for community-based organizations (CBOs) touches on some of the many opportunities for worthwhile collaboration between CBOs and the schools. It suggests several strategies CBOs can use to (1) increase the access of disadvantaged youth and adults to vocational programs and (2) coordinate their own employment and training efforts with those of the schools. Chapter 1 discusses structure of vocational education programs and program categories. Funding and administration of state vocational and national programs are the focus of chapter 2. Chapter 3 concerns vocational education and the Comprehensive Employment and Training Act (CETA). Meshing CETA activities with those of public education systems is also discussed. The emphasis of chapter 4 is the importance of vocational education in preparing urban youth and adults for work. Chapter 5 discusses community involvement in the schools, including the role of advisory councils, coordination of CBO and neighborhood group employment activities with the schools, and involvement of private businesses. Twelve guidelines for improving communication and coordination with the schools at the national, state, and community levels are then presented. Appendixes include a table of vocational education appropriations for fiscal year 1980, list of state directors of vocational education, and an annotated list of resources. (YLB).

**ED 190 786** **CE 026 164**

*Uthe, Elaine F.*

**Occupational Opportunities for the Physically Handicapped. Part A. Background and Survey Results.**

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education. Kentucky Univ. Lexington. Coll. of Education

Pub Date—80

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC07 Plus Postage**

Descriptors—*Employment Opportunities, *Employment Patterns, *Graduate Surveys, *Physical Disabilities, *Vocational Education, *Vocational Followup, * Employment Practices, Postsecondary Education, Questionnaires, Secondary Education, Surveys

Identifiers—Kentucky

This document provides background about the physically handicapped; relevant legislation, and the results of both the business and industry survey and the graduate/completer follow-up conducted during the project reported in CE 026 163. Chapter 1 reviews selected references dealing with legislative mandates and disability statistics of the American adult. Chapter 2 presents the results of the business and industry survey to identify job titles that physically handicapped employees are now doing. Specific focuses include methods and procedures, analysis of responses, physically handicapped employees and their job titles, and analysis of data about the physically handicapped employees. Chapter 3 concerns the graduate/completer follow-up, a survey of physically handicapped graduates/completers of vocational programs in 1976-78. An analysis of vocational training and employment is made. Appendixes include the followup survey and detailed results from both surveys. (YLB).

**ED 190 787** **CE 026 165**

*Uthe, Elaine F.*

**Occupational Opportunities for the Physically Handicapped. Part B. Manual.**

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education. Kentucky Univ. Lexington. Coll. of Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—Directories/Catalogs (132)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Classroom Techniques, *Employment Opportunities, *Employment Patterns, *Occupational Information, *Physical Disabilities, *Vocational Education, Career Counseling, Employment Practices, Guidelines, Individualized Instruction, Personnel Management, Postsecondary Education, Program Development, Secondary Education, Teaching Methods

Identifiers—Dictionary of Occupational Titles, Kentucky

This manual presents the master lists of 206 job titles of 167 different Dictionary of Occupational Titles (DOT) code numbers which were held by physically handicapped graduates/completers of vocational programs as determined by a business and industry survey and graduate followup. (The project itself is reported in CE 026 163; survey and followup results are in CE 026 164.) Designed to aid vocational educators at all levels in working with physically handicapped persons, this manual contains nine types of information: directions for use of the manual, guidelines for vocational counseling, guidelines for program planning, teaching suggestions for each type of impairment, guidelines for personnel managers and employers, job descriptions from the DOT for each job title in the master lists, master lists of job titles held by physically handicapped employees, annotated bibliography of reading materials, and resource list. The master lists of job titles are arranged in four tables: (1) in alphabetic order, (2) by DOT code number, (3) by type and severity of impairment/handicap, and (4) by vocational program providing training. (YLB).

**ED 190 799** **CE 026 241**

**A Career Education Program for Gifted and Talented Students in Rural Colorado. (Rural Internship Program.) Final Report, July 1979 through December 1979.**

South Central Board of Cooperative Educational Services, Pueblo, Colo

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—G0078C0010

Note—53p.; Not available in paper copy due to weak print. For related documents see ED 163 226, ED 167 775, and CE 026 240

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Career Education, *Gifted, *Internship Programs, *Rural Areas, *Student Experience, *Talent, Career Development, Communication Thought Transfer, Employment Opportunities, High Schools, Information Dissemination, Job Skills, Material Development, Program Design, Program Development, School Community Relationship, Secondary Education, Student Recruitment, Work Attitudes

Identifiers—Colorado (South), Education Amendments 1974

The Rural Internship Program provided opportunities for gifted and talented eleventh- and twelfth-grade students to broaden their educational career opportunities by facilitating activities that allowed rural interns to work one-to-one with community leaders in rural Southern Colorado. Program design centered around four interfacing components: program commitment, community sponsor recruitment, student identification, and program operation. Student activities were provided to increase community awareness (economic, cultural, and potential job market), develop good work habits, promote personal career growth, and improve communication skills. Results of the activities to increase community awareness were evaluated by a pre/post test and an intern final project demonstrating what was learned. The other activities were evaluated using the Stanford Test of Academic Skills and Career Maturity Inventory. Materials developed for dissemination activities included a slide tape presentation, Rural Internship Program Handbook, and portable bulletin board. (A program evaluation is available separately—see Note.) (YLB).

**ED 190 801** CE 026 261

*Wells, Janet*

**Monitoring Implementation of the 1976 Vocational Education Amendments.**

Lawyer's Committee for Civil Rights Under Law, Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Tests, Questionaires, Evaluation instru ments (160)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Educational Legislation, *Evaluation, *Federal Legislation, *Interviews, *Sex Fairness, *Vocational Education, Administrators, Counselors, Equal Education, Nontraditional Occupations, Program Effectiveness, Questionnaires, School Districts, Secondary Education, Sex Bias, Sex Discrimination, Sex Stereotypes, Students, Teachers

Identifiers—Monitoring, Vocational Education Act Amendments 1976

This publication contains a guide and set of five questionnaires designed to help determine whether the Vocational Education Act Amendments of 1976 have had an impact on the community. (The 1976 Amendments require recipients of federal funds to eliminate sex discrimination and sex stereotyping from their programs and provide specific resources.) The guide describes the forms and discusses conducting a monitoring project. Other topics include identifying respondents, analyzing findings, and sharing the report. These five forms are enclosed: (1) cover sheet for local educational agencies (school districts); (2) cover sheet for schools; (3) (interview) questionnaire for administrators; (4) student interview, including one part for all students, a second part for students enrolled in vocational programs traditional for their sex, and a third for nontraditional students; and (5) questionnaire for counselors and teachers who teach courses which traditionally enrolled only males or females or in which more than 80% of the students are of one sex. Other materials include a description of provisions of the regulations in the 1976 Amendments relating to equal access to vocational education and cover letters to accompany the materials. (YLB).

**ED 190 810** CE 026 300

**Paraprofessional Training in Special Education, 1978-79. Final Report.**

Burlington Community Coll. Pemberton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Curriculum Development, *Paraprofessional School Personnel, *Program Development, *Special Education, Community Colleges, Competency Based Education, Demonstration Programs, Field Tests, Independent Study, Inservice Education, Skill Development, Two Year Colleges, Vocational Education

Identifiers—Burlington County College NJ, PEG Program

General objectives for the PEG Program at Burlington County College, New Jersey, were to develop a model curriculum for paraprofessionals in noncategorical special education and to present and disseminate the curriculum and materials. Designed to be offered by a community college, the program was to consist of four courses—two concentrating on the legal basis for the delivery of special education services and on familiarity with terminology and two assisting the student in self-study and skill development while on the job. From the format established in the earlier FY '78 project (see Note), the third and fourth courses were developed to complete the PEG Program curriculum. Preliminary field testing of the first and second courses prepared during the FY '78 project was carried out through three field test conferences. Additional field testing of the entire curriculum package was carried out through the teaching process. (A lengthy appendix contains the field report. It reports the expert field testing at a series of interaction conferences, including one at which participants completed a checklist of paraprofessional competencies and another conference at which participants evaluated the training PEG offered toward each competency. The forms are provided. A second appendix is a program informational brochure.) (YLB).

**ED 190 832** CE 026 342

**Dissemination and Utilization of Vocational Education Program Improvement Products. Phase One, October 1, 1979, through June 30, 1980.**

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—80

Contract—R-31-X-0434-338

Note—120p

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC05 Plus Postage**

Descriptors—*Diffusion, *Efficiency, *Information Dissemination, *Program Improvement, *Vocational Education, Conferences, Delivery Systems, Educational Development, Educational Improvement, Educational Research, Literature Reviews, Models, Questionnaires, Research Utilization, Surveys, Technology Transfer, Use Studies, Workshops

Phase 1 goal of a project was to provide the theoretical and methodological base for formulation of a prototype model of a comprehensive and effective system of disseminating vocational education improvement products. Major activities were divided into five categories: literature reviews, conferences and workshops, consultations, questionnaire surveys, and related activities. The literature review provided a theoretical background, knowledge of past research on dissemination, overview of characteristics of dissemination models, and a tool to identify groups and networks involved in the dissemination process. Expressed concerns and conclusions of eight conferences and workshops were to be reflected in the development of the prototype model. The staff also consulted with people working in the area of dissemination on the local level and visited Florida, an exemplary state. Two sample questionnaires were designed, mailed, and preliminarily analyzed to evaluate the effectiveness of dissemination and diffusion strategies used in moving program improvement products from the development to the utilization stage. One tested the relationship between how a product is obtained and how it is used; the second tested the effectiveness of various dissemination activities relative to their desired effect. (Appendixes include a bibliography, interview form, and survey instruments.) (YLB).

**ED 190 848** CE 026 372

*Arthur, Patricia, Comp. Budke, Wesley E. Comp*

**Current Projects in Vocational Education—FY 1979 State-Administered Projects.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—245p.; For related documents see ED 138 782, ED 156 611, ED 170 532, ED 173 622, ED 174 781, ED 182 499, CE 025 824, and CE 026 106

Pub Type—Reference Materials—Bibliographies (131). Reports—Descriptive (141)

**EDRS Price—MF01/PC10 Plus Postage**

Descriptors—*Demonstration Programs, *Educational Research, *Research Projects, *State Programs, *Vocational Education, Abstracts, Contracts, Educational Innovation, Elementary Secondary Education, Federal Aid, Grants, Postsecondary Education, Program Descriptions, State Aid, State Departments of Education

Identifiers—Education Amendments 1976

Resumes contained in this second annual report cover research projects, exemplary and innovative projects, and curriculum development projects administered by state departments of education through research coordinating units (RCUs) from July 1, 1978 to June 30, 1979 (fiscal year 1979). The projects were funded under Sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976. Resumes are arranged alphabetically by state, within state by legislative section, and alphabetically by title within sections. Information provided in each resume includes the project director, organization address, sponsoring agency, funding period, and fiscal year funding. A subject index is included in addition to appendixes listing state directors of vocational education and RCU directors. (Author/LRA).

**ED 190 849** CE 026 373

*Woodhall, Maureen*

**Education, Work and Employment: A Summary Review. International Development Research Centre Manuscript Reports.**

International Development Research Centre, Ottawa (Ontario)

Report No.—IDRC-MR5

Pub Date—79

Available from—International Development Research Centre, Box 8500, Ottawa, Canada K1G 3H9

Pub Type—Information analyses/State-of-the-Art Materials (070). Reference Materials—Bibliographies (131). Reports—Research/Technical (143)

**Document Not Available from EDRS**

Descriptors—*Developing Nations, *Educational Planning, *Educational Research, *Education Work Relationship, *Employment, *Labor Market, Economic Development, Educational Background, Educational Innovation, Employer Attitudes, Employment Opportunities, Employment Qualifications, Nonformal Education, Postsecondary Education, Secondary Education, State of the Art Reviews, Underemployment, Unemployment, Vocational Education

Identifiers—Latin America

This report presents summaries of existing state-of-the-art reviews of educational research dealing with education, work, and employment. Part 1 contains seven summary reviews. Each is identified by title, bibliographic information, and author information. The reviews are (1) Education and the Employment Problem in Developing Countries, an assessment of the responsbility of educational authorities in the problem of unemployment and underemployment; (2) Work Employment Programme (WEP) Research: A Critical Review, an evaluation of some of the research carried out under the International Labour Office's WEP; (3) Education and Employment in Latin America, a review of educational innovations, including non-formal training; (4) The Role of Educational Planning in Situations of Unemployment, a formulation and classification of the major problems of education and economic development; (5) The Use of Educational Qualifications in Labour Markets, an annotated bibliography of 190 books and articles on employers' use of educational qualifications; (6) Labour Market Backwash and the Educational Process, an annotated bibliography with 275 items; and (7) Education and Work: An Evaluation and Inventory of Current Research, a review summarizing main conclusions and suggesting areas for future work. Section 2 contains Education, Work, and Employment, a synthesis of recent research. It overviews recent work on the education-employment relationship and summarizes main issues. (YLB).

**ED 190 852** CE 026 380

*Travis, George Y. And Others*

**Job Corps Learning Problems Screening Project.**

Team Associates Inc. Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Job Corps.

Pub Date—79

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Diagnostic Tests, *Educational Diagnosis, *Federal Programs, *Learning Disabilities, *Learning Problems, *Screening Tests, Diagnostic Teaching, Job Skills, Needs Assessment, Postsecondary Education, Special Programs, Vocational Education

Identifiers—Job Corps, The London Procedure

The national office of Job Corps, in conjunction with the Ohio State University, formulated a research project to determine the incidence of learning problems among Job Corps members and to make recommendations concerning the need for instructional strategies. The diagnostic instrument selected was The London Procedure: A Screening, Diagnostic, and Teaching Guide, which screens for visual and auditory functions, visual and auditory perceptions, and reading encoding and decoding. Forty Job Corps members were selected in each of ten sites—twenty enrolled less than thirty days and twenty enrolled thirty days or longer. Data for 404 Job Corps members were analyzed to determine the number of weaknesses identified for each subject. (A weakness was a score at or below a specified criterion for each test.) A continuum according to the number of tests on which a Job Corps member scored below criteria was used to classify the severity of learning problems. The incidence of learning problems ranged from low to extreme in 91% of those tested. Corps members with a low level of severity may be able to function adequately in existing educational programs. Those in moderate, high, and extreme categories—some 40% of those tested—are in need of special instructional programs. (Author/YLB).

**ED 190 853** CE 026 391

*Copa, George H. And Others*

**Critical Issues in Planning Vocational Education: A Series of Simulation Exercises.**

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis

Pub Date—76

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Management Development, *Needs Assessment, *Policy Formation, *Program Development, *Vocational Education, Administrative Policy, Administrative Problems, Learning Activities, Problem Sets, Simulation

These simulation materials, designed to identify factors, priorities, and information needs in planning vocational education, consist of (1) a background information section outlining the setting and format of the exercises, (2) eight exercises, each of which focuses on a selected vocational education planning problem, and (3) a set of information sheets providing population, industrial activity, employment demand, and vocational technical institute program information on city, county, and state levels. The exercises are designed for use with nine to eleven individuals as a group and consist of a set of simulated correspondence outlining the problem and a format for recording positions and supporting rationale. Problems covered in the exercises are the occupations for which vocational education provides training, where vocational education should be located geographically, the level at which vocational programs should be offered, whether public or private agencies should provide training, labor market needs, individual needs and vocational education, whether vocational education should recruit, the relationship of vocational and other education, and the relationship between program areas. (MN).

**ED 190 856** CE 026 416

*Attarian, A. Ronald*

**Professional Horticulture Competencies for Entry Level and Experienced Vocational Horticulture Teachers in Pennsylvania. Final Report.**

Pennsylvania State Univ. University Park. Dept. of Agricultural Education

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg

Pub Date—80

Contract—83-9805

Note—53p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use

(055). Reports—Research/Technical (143)
**EDRS Price—MF01/PC03 Plus Postage**
Descriptors—*Agricultural Education, *Agricultural Skills, *Competency Based Teacher Education, *Horticulture, *Teaching Skills, *Vocational Education Teachers, Academic Standards, Competence, Entry Workers, Higher Education, Job Skills, Postsecondary Education, Secondary Education
Identifiers—Pennsylvania

The purpose of this study was to identify the professional horticultural competencies that vocational horticultural teachers must perform successfully and to distinguish between those competencies needed by entry level teachers and those needed by experienced teachers. A secondary purpose was to examine differences in the ratings of the competencies by the teacher sample with regard to selected educational and personal characteristics. Using 256 professional horticultural competencies selected by a search of the ERIC (Educational Resources Information Center) system and research reports from various universities, a survey instrument was constructed. It was administered to all undergraduate agricultural education majors, beginning and experienced horticulture teachers and administrators, and craft committee members in Pennsylvania. Mean scores for each competency were determined for each group. Competencies considered necessary for beginning and experienced teachers in the categories general horticulture, floriculture/greenhouse management, landscape horticulture/nursery management, turf technology, horticulture mechanics and fruits and vegetables were determined. Personal and educational characteristics of respondents did not significantly influence competency ratings. Recommendations for the incorporation of competencies into various levels of vocational horticulture education were made. (Appended are grand means for each competency, references, and the survey instrument.) (MN).

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**ED 190 858** CE 026 418

*Passmore, David Lynn*
**Characteristics of Unemployed Youth. Final Report.**
Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies
Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg
Pub Date—80
Contract—83-9820
Note—58p.; Small type in figures will not reproduce well
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Research/Technical (143)
**EDRS Price—MF01/PC03 Plus Postage**
Descriptors—*Educational Objectives, *Employment Patterns, *Employment Statistics. *Unemployment, *Vocational Education, *Youth Employment, Adolescents, Adults, Black Employment, Employment Level, Females, Labor Force, Labor Force Nonparticipants, Males, Marital Status, Whites, Youth

Described in the report are the social, demographic, experiential, educational, and ascriptive characteristics of sixteen- to nineteen-year-old jobless youth in the United States. Population sampling, data collection, organization, and reporting methods applied in the Current Population Survey (CPS) of 1979 (the major source of data) are reviewed. The issues of measurement, labor market shifts, and unemployment/out-of-the-labor force flows are discussed. In the section on the scope of youth joblessness labor force participation, unemployment, and non-participation are presented graphically on the basis of sex, marital status, and race. Difficulties for determining the prospects for youth unemployment are discussed. It is suggested that because a wide array of social, economic, and legal factors interact to affect youth joblessness, vocational education can contribute only indirectly to the alleviation of youth unemployment through improving the employability skills of youth. Suggestions for further research include (1) clarification of whether the reduction of youth unemployment is a goal of vocational education; (2) determination of barriers to youth employment beyond skill deficits constraining what vocational education could do to alleviate youth joblessness; and (3) determination of what vocational education should do in this area. (MN).

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**ED 190 860** CE 026 428

*Wasserman, William J.*
**Development of a Curriculum in Laser Technology. Final Report.**
Seattle Community Coll. Washington
Spons Agency—Washington State Commission for Vocational Education, Olympia.
Pub Date—80
Pub Type—Reports—Descriptive (141)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Electronics, *Lasers, *Occupational Surveys, *Optics, *Technical Education, Course Descriptions, Curriculum Development, Employment Opportunities, Labor Needs, Needs Assessment, Technical Occupations, Two Year Colleges
Identifiers—Seattle Community College WA, Washington

A Seattle Central Community College project visited existing programs, surveyed need, and developed a curriculum for a future program in Laser-Electro-Optics (LEO) Technology. To establish contacts and view successful programs, project staff made visits to LEO technology programs at San Jose City College and Texas State Technical Institute, Center for Occupational Research and Development facilities (Waco, Texas), the Junior-Senior Graduate program in Electro-Optics at the University of Houston (Clear Lake City), and leading United States employers of laser technicians. A survey indicated that current prospects for LEO technician employment in Washington did not justify present establishment of an advisory committee or functioning program. A curriculum was developed as the basis of a future LEO technology program if continuing study indicates feasibility. The six-quarter program included special time and location requirements and utilized existing courses. (Proposed course content is briefly described.) (Appendixes, amounting to over one-half of the report, include a list of current two-year LEO technology programs, the San Jose City College Laser Technology curriculum, Texas State Technical Institute—Waco LEO Technology curriculum, University of Houston-Clear Lake City curriculum, and the survey form.) (YLB).

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**ED 190 862** CE 026 434

*Duley, John*
**Basic Skills for Experiential Learning: What Skills Do Students Need to Make the Most of Experiential Learning Opportunities. LES Papers on Learning and Teaching. Paper #75.**
Michigan State Univ. East Lansing. Learning and Evaluation Service

Pub Date—78
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Adult Education, *Basic Skills, *Experiential Learning, *Field Experience Programs, *Skill Analysis, Abstract Reasoning, Adult Learning, Concept Formation, Discovery Learning, Observation, Observational Learning, Postsecondary Education, Values Clarification

Identification of the basic skills and roles in field experience education should answer the question 'Can and should educators identify a set of basic skills required for effective performance in experiential learning as part of general education'? New roles required of students in using experiential learning opportunities include initiator, problem solver and decision maker, cultural analyst and strategist, interactor, information source and network developer, free agent, value clarifier, communicator, and recipient. Basic skills needed are observation and recording skills, skills of reflection, gathering information orally, and value clarification. A skill needed in applying experiential learning theory is abstract conceptualization—taking observations and reflections and developing general principles, concepts, and hypotheses. Traditional learning skills serve field experience education students well in career exploration, creative problem solving, and developing learning objectives. To facilitate acquisition of these skills, one should follow a basic set of assumptions, including the following: students should be responsible for acquiring the skills and learning, discovery learning is more effective learning, and processes through which these skills can be learned should be identified and designed. The two challenges are to identify the minimum basic skills and develop experiential learning occasions through which students acquire them prior to field experience placements. (YLB).

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**ED 190 869** CE 026 458

*Kurchner-Hawkins, Ronnie*

**Resources for Women in Management: A Guide to the Literature and an Annotated Bibliography.**

Southwest Educational Development Lab. Austin, Tex

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—80

Pub Type—Guides/Methods/Techniques—General (050). Reference Materials—Bibliographies (131)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Administration, *Evaluation Criteria, *Females, *Managerial Occupations, *Professional Occupations, *Resources, Administrative Organization, Administrator Characteristics, Adult Education, Annotated Bibliographies, Behavior, Employed Women, Evaluation, Research, Sex Differences, Sex Role

This annotated bibliography on women in management is prefaced by three sections which provide an approach for reviewing materials and considering their appropriateness. Section 1 discusses (1) types of materials available and (2) categorizing materials by purpose—descriptive, prescriptive, or ascriptive (reasons or explanations why particular behaviors occur)—or by type—self-help, report of factual information, psychology of women, or experimental or case study research. Section 2 describes three research orientations in literature about behaviors of women in management: sex difference research, sex role research, and managerial behavior research. The third section focuses on determining which materials are appropriate, using four sets of questions assessing needs, availability, validity, and relevance. The annotated bibliography is a selected listing of literature directed at or about women in management. Twenty-three entries follow this format: author, title, publisher, date of publication, and brief annotation. They are divided into books on women in organizations, general books on organizational behavior, and journal and magazine articles. A list of academic journals that include articles on management, administration, and/or women and popular magazines for working women concludes the document. (YLB).

**ED 190 871** CE 026 490

*Hamilton, Jack A.*

**How to Get JDRP Approval of Career Education Activities.**

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-79-0549

Note—82p.; For related documents see ED 170 497-504

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Career Education, *Evaluation Methods, *Program Evaluation, *Program Validation, Check Lists, Guidelines, Program Design, Reports

Identifiers—Joint Dissemination Review Panel, National Diffusion Network

The purpose of this monograph is to aid practitioners in gaining federal Joint Dissemination Review Panel (JDRP) approval of career education projects. It helps them understand the importance of designing and implementing a sound evaluation from the early stages of the program, alerts them to common errors or omissions that weaken or destroy conclusions that can be drawn from the evaluation results and shows how to avoid them, and explains administrative procedures involved in obtaining JDRP approval. Section 1, on the benefits of JDRP approval, discusses structure of the National Diffusion Network (NDN) and JDRP, problems in career education evaluation, and overcoming those problems. Section 2 contains a checklist giving essential points for local career educators to consider in planning evaluation designs. Each item is discussed. Section 3 provides specific recommendations for the local career educator regarding the preparation and submission of an evaluation report to the JDRP. In section 4 are common questions asked by educators and the answers typically given. Appendixes contain the JDRP submission format, three sample JDRP submissions, and a list of references. Each sample is the exact ten-page report submitted and approved by a unanimous or nearly unanimous vote of the panel. (YLB).

**ED 190 874** CE 026 527

*Ganzglass, Evelyn*

**The Knowledge Development Plan of the Office of Youth Programs: Implications for Vocational Education Research and Development, Occasional Paper No. 63.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.20)

Pub Type—Reports—Descriptive (141). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Economically Disadvantaged, *Educational Development, *Educational Research, *Employment Potential, *Employment Programs, *Youth Programs, Business, Demonstration Programs, Evaluation Methods, Federal Legislation, Federal Programs, Industry, Nontraditional Education, Out of School Youth, Program Evaluation, Secondary Education, Vocational Education, Young Adults

Identifiers—Comprehensive Employment and Training Act, Office of Youth Programs, Youth Employment and Demonstration Projects Act

Using a "Knowledge Development Plan" prepared as a blueprint, the Office of Youth Programs of the Department of Labor has undertaken various demonstration projects and large-scale evaluation and complementary research studies. The Office is experimenting with alternative employment and employability development approaches for economically disadvantaged youth, in and out of school. One of the first objectives of the knowledge development activities was to develop a standard set of assessment measures and thereby establish a uniform data base across a wide variety of program strategies being tested. Baseline data have provided insight into important relationships between school and working. The finding that the skills, competencies, and behaviors that constitute employability are acquired incrementally has led to the notion of benchmarking. If acquisition of employment-related attributes is sequential, then program structure must be sequential. Research is being directed to gaining insights into structuring elements in programs such as Comprehensive Employment and Training Act (CETA) programs. Other focuses are gaining private sector access, testing of alternative work-oriented programs to prevent dropping out and provide incentive for return to school, linkages between CETA and local educational agencies, and institutional change that Youth Employment and Demonstration Projects Act (YEDPA) legislation can bring about. (Questions and answers are appended.) (YLB).

**ED 191 990** CE 025 854

**Monograph for Bilingual Training.**

Development Associates, Inc. Arlington, Va

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—300-78-0269

Note—91p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Bilingual Education, *Program Design, *Program Evaluation, *Program Implementation, *Second Language Instruction, *Vocational Education, Adult Vocational Education, Data Collection, English Second Language, Evaluation Methods, Postsecondary Education, Program Development, Program Effectiveness, Secondary Education, Underemployment, Unemployment

This monograph addresses the task of designing, operating, and evaluating bilingual vocational instruction programs. It is intended to help administrators, program planners, evaluators, and staff responsible for providing an efficient, effective, and relevant program for adults and youth who are unemployed or underemployed having insufficient job skills and who lack sufficient English to permit them to function in an English-speaking work environment. Chapter 1 addresses organizing a bilingual vocational training program. Specific topics include six prerequisites to program planning and effective program implementation. Chapter 2 focuses on adapting English to vocational instruction by discussing making ESL (English as a Second Language) relevant to vocation, task of mastering English, oral approach to mastery of English, and strategies in adapting ESL to vocational Skills. Chapter 3 is designed as a guide to the evaluation of bilingual vocational training programs. It provides a set of basic techniques to plan and conduct an evaluation of project effectiveness. It discusses purpose and description of evaluation method, steps in the evaluation process, type of information needed by project directors and evaluators, data collection and assessment, and use of findings in program planning and operation. A model evaluation form is provided. (YLB).

**ED 191 994** **CE 025 928**

*Buffer, James J. Jr. Ed*

**Dimensions of Vocational Education to Serve Special Needs Persons.**

Cleveland State Univ. Ohio. Ohio State Dept. of Education, Columbus. Div. of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Available from—Division of Vocational Education, Room 913, State Office Building, 65 South Front St. Columbus, OH 43215 ($2.50; 10% discount for ten or more copies)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Classroom Techniques, *Disabilities, *Program Implementation, *Teaching Methods, *Vocational Education, Ancillary School Services, Employment Potential, Goal Orientation, Individualized Instruction, Inservice Teacher Education, Preservice Teacher Education, Program Guides, Secondary Education, Student Evaluation, Student Needs, Student Placement, Vocational Adjustment

Identifiers—Rehabilitation Act 1973, Vocational Evaluation

This handbook for vocational educators and teachers overviews concepts, methodologies, and strategies appropriate for those serving handicapped children. Chapter 1 discusses organizing and providing appropriate vocational education programs for the handicapped, including the cooperative/team approach, pre- and inservice training, and work adjustment. Chapter 2 concerns goals for vocational development. Specific topics include setting appropriate goals, goal planning with the student, skill evaluation, setting individualized course goals, and carrying out an individual instruction plan. Chapter 3 focuses on unique needs of handicapped learners and discusses social functioning, classification, equipment adaptation, and employability. Chapter 4, Vocational Assessment for Program Placement of Student, considers determining characteristics of a vocational program, assessing worker traits, medical information, educational assessment, and vocational skills and work behaviors. Chapter 5 discusses structuring programs, including facilitating the learning process, supportive services, and modification of facilities. Chapter 6 gives suggestions on instructional techniques and methods, including selecting and obtaining materials and specialized teaching strategies. Chapter 7 briefly examines evaluation procedures and provides information on needs assessment and assigning grades. Appendixes include sample staffing reports, list of supportive services, sample instructional materials, and summary of Sections 503 and 504 of the Rehabilitation Act of 1973. (YLB).

**ED 191 995** **CE 025 929**

**Sensitizing Vocational Educators to Effective Instructional Strategies to Serve Special Needs Persons. Project Conducted February 28-April 12, 1977. Final Report. Proceedings.**

Cleveland State Univ. Ohio. Ohio State Dept. of Education, Columbus. Div. of Vocational Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Pub Type—Collected Works—Proceedings (021). Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Descriptive (141)

**EDRS Price—MF01/PC05 Plus Postage**

Descriptors—*Disabilities, *Disadvantaged, *Mild Mental Retardation, *Teacher Attitudes, *Teaching Methods, *Vocational Education, Classroom Techniques, Instructional Materials, Job Skills, Media Selection, Nontraditional Education, Secondary Education, Skill Development, Special Education, Task Analysis, Teacher Effectiveness, Vocational Adjustment

Identifiers—Vocational Evaluation

These proceedings contain nine presentations made at a conference to introduce vocational education teachers to effective instructional strategies to serve handicapped and disadvantaged persons. The conference was conducted as an activity of the project, Sensitizing Vocational Education Teachers to Effective Instructional Strategies to Serve Disadvantaged and Handicapped Persons, which focused on the educable mentally retarded student. The first presentation is The Concept, an overview and orientation, which is followed by The Student, a synopsis of four parents' perspectives of the education for the handicapped child. The other presentations are The Implications for Special Education; Vocational Education Alternatives for the Handicapped; Task (Work) Related Competencies; Work Assessment/Work Evaluation (Work Adjustment), including a selected annotated listing of commonly identified work assessment/work evaluation systems; Teaching Strategies; and Instructional Materials. Appendixes include these project materials: an Aptitude Assessment Instrument with description of respondants and analysis of attitude assessment, workshop evaluation form (used at project workshops) with analysis of evaluation responses and conclusions, and reference and selected reading list. (YLB).

**ED 191 996** **CE 025 936**

*Harvey, Edward B.*

**Barriers to Employer Sponsored Training in Ontario. Results of a Field Study.**

Spons Agency—Ontario Ministry of Colleges and Universities, Toronto

Report No.—ISBN-0-7743-4932-8

Pub Date—80

Available from—Ontario Government Bookstores, 880 Bay St. Toronto, Ontario M7A 1L2 CA ($3.50)

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC05 Plus Postage**

Descriptors—*Industrial Training, *Institutional Characteristics, *Organization Size Groups, Apprenticeships, Attitudes, Employer Attitudes, Employers, Government Role, Interviews, On the Job Training, Public Policy, Schools, Skilled Workers, State Surveys, Unions

Identifiers—Ontario

Results of a field survey of Canadian companies, trade unions, employer associations, educational establishments, and government agencies regarding the extent and possibilities of employer-sponsored training for workers are compiled in this report. Concentrating on the forty-nine companies in the survey sample, with collateral data from the twenty-one other sources, the report begins in chapter 1 with a statement of the research question and an overview of the project. Chapter 2 provides details of data and methods used in the field survey—sampling, interview schedules, definitions, data gathering, and data analysis. Chapter 3 profiles the forty-nine companies in which interviews were conducted, thirty of which were engaged in employer-sponsored training. It takes into account their size, geographical location, unionization status, and use of government-sponsored training programs. Chapter 4 presents a more detailed analysis of the companies, comparing training and non-training firms on such issues as perceptions of barriers to employer-sponsored training and willingness to assume principal responsibility for training (as opposed to looking to government for training responsibility). Chapter 5 examines interview results on attitudes and experiences of the twenty-one other organizations with regard to employer-sponsored training, and identifies proposals for government action. Chapter 6 reports the principal conclusions. Appendices contain characteristics of the organizations and interview schedules. (KC).

**ED 192 003** **CE 026 149**

*Kim, Jin Eun*

**Impacts of Research and Development: Vocational Placement and Follow-up Programs in Indiana. Technical Report.**

Indiana Univ. Bloomington. School of Education

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—80

Contract—SBVTE-63-79-III-4; SBVTE-90-77-III-1
Note—128p
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Educational Research, *Followup Studies, *Job Placement, *Program Development, *Program Effectiveness, *Vocational Education, * Program Evaluation, Program Improvement, Regional Schools, Technical Institutes, Vocational Followup, Vocational Schools
Identifiers—Indiana

A project was conducted to study impacts of vocational education research and development with special emphasis on the job placement and followup program in Indiana. The specific objectives were (1) to investigate the impact of R & D projects in vocational education and the conceptual and methodological problems in impact studies, and (2) to conduct a survey on the establishment, operation, and effectiveness of job placement and followup programs. A questionnaire form was developed to survey the status, operational problems, and effectiveness of programs. Forms were mailed to area vocational schools and postsecondary vocational and technical institutions and responses were analyzed. The highlights of the selected impact studies as summarized in this report provide insights into understanding of impacts of the R & D projects in vocational education. More intellectual efforts are required to solve the conceptual and methodological problems in determining the degree of impacts of R & D projects. The survey reveals the effectiveness of impacts of the placement and followup program upon students' job placement, graduates' followup, business and community, and program improvement, along with its status and operational problems. (Author/CT).

**ED 192 004** CE 026 152

*Jessup, Roger*
**Continuation of Assessment and Planning. Final Report.**
Mississinewa Community School Corp. Gas City, Ind
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis
Pub Date—79
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Educational Planning, *Guidelines, *Models, *Needs Assessment, *Program Development, *Vocational Education, Administrator Guides, Administrator Role, Definitions, Evaluation Methods, Federal Legislation
Identifiers—Indiana

A project was conducted to develop a technical assistance package to assist state and local policy agencies and schools in needs assessment and planning projects as outlined in the Indiana State Plan for vocational education. Of top priority is the development of instrumentation and a system indicating in measurable terms the job requirements specified by potential employers for which vocational education must provide training. Procedures for accomplishing these goals included development of (1) a philosophy for vocational education program planning, (2) an instruction program for assessment and planning seminars, (3) guidelines for local planning, and (4) a sample fact sheet for area data from a region profile. After consultation with local directors and information analysis in other states, guidelines were prepared, evaluated, and redesigned. Evaluation of the project was based on findings of previously conducted surveys, and procedural validity was judged by local agencies. It is recommended that material included in three appendixes (manuscript for Vocational Education Program Planning, guidelines for local planning, and a sample planning fact sheet) be distributed for statewide use to provide a uniform program development system. (MN).

**ED 192 009** CE 026 212

*Wasdyke, Raymond G. And Others*
**Providing Students in Nonprofit Private Schools with Access to Publicly Supported Vocational Education Programs. Final Report.**
Educational Testing Service, Princeton, N.J.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0595
Note—91p
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC04 Plus Postage**
Descriptors—*Access to Education, *Change Strategies, *Cooperative Programs, *Federal Legislation, *Private Schools, *Vocational Education, Definitions, Educational Cooperation, Educational Finance, Educational Legislation, Institutional Cooperation, Program Implementation, Public Education, Statistics
Identifiers—Vocational Education Amendments 1976

A project was conducted to increase participation of students enrolled in nonprofit private schools in vocational programs funded under the Vocational Education Amendments of 1976 (P. L. 94-482). Objectives were (1) to identify factors facilitating private student access to vocational programs, (2) to develop and field test implementation procedures for state and local agencies, and (3) to disseminate this information to state and local vocational program administrators. Practices used to implement P.L. 94-482 were identified through field studies in nine states, classified, and used in developing a videotape presentation which was disseminated along with related materials during workshops for state and local education agency staff responsible for implementing the amendments. Research revealed that cooperative relations between private and public institutions are impeded by structural, philosophical, attitudinal, communication, and administrative barriers including the absence of accurate data bases, poor communications network among private and public institutions, state policies discouraging joint public and private programs, and traditional antipathy between public and private school administrators. Recommendations for improving private school student access to vocational programs include expanding provisions of the law to include all federally funded vocational programs, joint planning at all government levels, and development and dissemination of information about model cooperative programs. (MN).

**ED 192 010** CE 026 217

*Ricci, Anthony, Jr*
**A Study of the Educable Mentally Retarded in a Multi-Occupational Program.**
State Univ. of New York, Utica. Coll. of Technology
Pub Date—79
Pub Type—ci, Anthony, Jr State Univ. o
Reports—Research/Technical (143)
**EDRS Price—MF01/PC03 Plus Postage**
Descriptors—*Career Awareness, *Mild Mental Retardation, *Occupational Clusters, * *Prevocational Education, *School Role, *Special Education, Adolescents, Adults, Career Exploration, Career Guidance, Definitions, Federal Legislation, Needs Assessment, Questionnaires, Secondary Education, Special Programs, Student Characteristics, Student Needs, Youth
Identifiers—Oneida Consolidated School District NY

Although educable mentally retarded (EMR) students exhibit deficiencies in general intellectual functioning and adaptive behavior, they, like other children, need successful school experiences and a vocation. They can develop personal and social skills necessary to obtain and hold jobs. Federal legislation has made career preparation of EMR students a concern of vocational education. The hands-on learning provided in vocational education and its relationship to the world of work make vocational education the best place for EMR students seeking job entry skill. Specific EMR student prevocational and vocational training needs must be assessed. A study sought to determine the success of the Oneida County (New York) prevocational multi-occupational training program in helping EMR students enter regular occupational programs, regular work experience programs, or full-time employment. Analysis of data from a questionnaire given to Oneida County teachers of EMR students reveals that 89 percent of the program's seventeen students entered a regular vocational program. Questionnaire-based recommendations include better preparation of EMR students to tolerate failure, acquaintance of students with various available jobs and agencies that help with job training and placement, and an attempt to get more guidance and evaluation help from outside sources. (MN).

**ED 192 013** CE 026 250

*Rand, Margaret*
**Designing an Adult Education Program.**
Pub Date—76
Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—General (140)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Adult Education, *Curriculum Development, *Program Development, Administrator Qualifications, Adult Basic Education, Adult Educators, Adult Students, Counselor Role, Educational Objectives, High School Equivalency Programs, Learning Experience, Needs Assessment, Program Evaluation
Identifiers—Houle (Cyril O), Knowles (Malcolm S), Tyler (Ralph W)

Intended for planners of adult education curriculums, this literature review explains the concepts involved in designing an adult education program, provides information about the roles of the people involved in the adult education process, cites some program planning models, and applies the program planning principles to an Adult Basic Education (ABE) and a General Educational Development (GED) program. Part 1 of the report tells how to ascertain the needs and interests of adult learners, formulate educational objectives, develop a curriculum and learning experiences to meet those needs, and evaluate how the objectives have been met. Part 2 examines the people in adult education: learner characteristics, teacher training and traits, qualifications and duties of the administrator/director of adult education, and the counselor's role. With diagrams, part 3 examines four programming models: Tyler's general design for analyzing an educational curriculum; Houle's system of education specifically for adults; Knowles's concept of program development based on "andragogy" (instruction of adults rather than of children), and an English as a Second Language/Adult Basic Education needs-based model. Part 4 describes the program in Forest Lake, Minnesota, applying the needs-based model to the ABE program and Houle's model to the GED program. (KC).

**ED 192 030** CE 026 421
**South Carolina Job Placement Services Effectiveness Survey. Final Technical Report.**
National Evaluation Systems, Inc. Amherst, Mass
Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education
Pub Date—80
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC13 Plus Postage**
Descriptors—*Guidance Programs, *Job Placement, *Program Effectiveness, *Sex Fairness, *Sex Stereotypes, *Student Employment, Administrator Attitudes, Employment Counselors, Employment Services, High School Students, School Counselors, Secondary Education, Sex Bias, Sex Role, State Surveys, Student Attitudes, Teacher Attitudes, Vocational Education, Vocational Education Teachers
Identifiers—South Carolina

A survey was conducted to determine the effectiveness of job placement services provided to secondary vocational students in South Carolina high schools and vocational centers, to identify characteristics of effective placement service programs, and to identify efforts made by schools to overcome sex bias. Survey instruments consisting of a variety of question formats were designed and administered to teachers (1,000), administrators (277), students (1,000), and counselors (524). Variables considered included school size and type, vocational experience, sex, age, educational level, racial/ethnic background, and student employment status. Data summaries, frequency distributions determining the percent of respondants selecting particular question categories, and means and standard deviations calculations were performed. Respondant perceptions indicated a need for improved job placement services and revealed that vocational education programs offer limited or no job placement services to adult vocational students. Both faculty and students indicated the existence of some sex-role stereotyping. Recommendations included local and state efforts to provide goals and structures for job placement services, establishment of an advisory committee, development of model programs, development of an affirmative sex-equity program, inservice vocational education programs, and the implementation of strategies for encouraging students to pursue nontraditional careers. (Appendixes, constituting two-thirds of the document, contain survey statistics, objectives, and instruments. ) (MN).

**ED 192 038** CE 026 482
**A Descriptive Study of Vocational Education Programs in Nine State Correctional Institutions for Women. Final Technical Report.**
One America, Inc. Washington, D.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0506
Note—173p
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC07 Plus Postage**
Descriptors—*Adult Vocational Education, *Correctional Education, *Females, *Individual Needs, *Prisoners, *Program Effectiveness, Comparative Analysis, Correctional Institutions, Literature Reviews, Needs Assessment, Occupational Aspiration, Success, Surveys, Vocational Interests, Vocational Rehabilitation
Identifiers—Bedford Hills Correctional Facility NY, California Institution for Women, Florida Correctional Institution for Women, Huron Valley Womens Facility MI, Maryland Correctional Institution for Women, Massachusetts Correctional Institution, Minnesota Correctional Institution for Women, Nebraska Center for Women, Purdy Treatment Center for Women WA

This report details a study designed to contribute to knowledge about the state of the art of vocational education programs and about the vocational needs and aspirations of adult women offenders. Section 1 is composed of four parts: Executive Summary, Introduction and Purpose of the Study, Historical Perspectives, and Methodology. The discussion in this part covers the approach used to conduct an extensive literature search, develop criteria to identify successful vocational program components, select (nine) institutions for the site survey, develop survey instruments, and collect and analyze data. The first part of section 2 is a comparative analysis of vocational education programs in nine institutions based on eleven pre-determined criteria for success. Part 2 presents results of an assessment of vocational needs and aspirations of 390 incarcerated women based on responses to an instrument covering five categories of questions: personal background, education and training before incarceration, prior employment, experiences while incarcerated, and plans and aspirations after release. Section 3 outlines recommendations concerning philosophy and goals statement, needs assessment, institutional needs, job market/community needs, resource inventory, development of a vocational plan, implementation, monitoring, and evaluation. Appendixes include a selected bibliography, the two survey instruments, and institutional profiles. (YLB).

**ED 192 041** CE 026 486
*Ekstrom, Ruth B. And Others*
**Identifying the Transferability of Women's Life Experience Learning to Employment. Project Report.**
Educational Testing Service, Princeton, N.J.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0594
Note—28p. ; For related documents see ED 148 429, CE 025 69[illegible], and CE 026 487
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Employment Potential, *Females, *Job Skills, *Prior Learning, *Transfer of Training, Adults, Employers, Experiential Learning, Occupations, Surveys

A study sought to determine the usefulness of the learning women acquire through life experience to entry level jobs in selected occupations. Methodology included sending sixteen sets of nine questionnaires to women in women's centers displaced homemaker centers, and counseling centers in seven states (131 replies, 91 percent response). The questionnaires were designed to determine the frequency and extent of involvement of adult women in homemaking and parenting activities, volunteer work and community service, recreation and hobbies, formal and nonformal education, and paid work. The questionnaires also asked about respondent characteristics and requested self-ratings of competency in twenty-eight skills. Questionnaires designed to identify the importance of certain skills in selecting workers for entry-level jobs in eleven occupations were sent to nine employers in each occupation. Then the self-ratings of adult women's skills were compared with employer selection ratings. (Results are shown in nine tables of skills rated necessary for each occupation and a table showing transferability of the women's self-rated skills to the skills the employers selected.) (KC).

**ED 192 042** **CE 026 487**

*Ekstrom, Ruth B. And Others*

**Identifying the Relevance of Women's Life Experience Learning to Vocational Education.**

American Association of Community and Junior Colleges, Washington, D.C. Educational Testing Service, Princeton, N.J.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0594

Note—27p.; For related documents see ED 148 429, CE 025 697, and CE 026 486

Pub Type—Numerical/Quantative data (110). Information analyses/State-of-the-Art Materials (070). Reports—General (140)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Adult Vocational Education, *Females, *Job Skills, *Prior Learning, * *Transfer of Training, Adults, Advanced Placement, Course Evaluation, Experiential Learning, Occupations, Surveys, Two Year Colleges, Womens Education

A study sought to find out how many skills which women learn through life experience can be transferred to selected postsecondary vocational education programs. Methodology included mailing sixteen sets of nine questionnaires to women in women's centers, displaced homemaker centers, and counseling centers in seven states. Questionnaires covered the type and extent of adult women's involvement in homemaking and parenting activities, volunteer work and community service, recreation and hobbies, formal and nonformal education, and paid work, and self-ratings on twenty-eight occupationally transferable skills. Questionnaires also were sent to nine junior college vocational educators to identify the importance of skills for selecting students for vocational programs and for awarding advanced placement in nine program areas. Finally, the women's self-ratings and the vocational educators' ratings were compared to identify the skill areas with the greatest transferability for each program. It was concluded that self-ratings of adult women's life experience skills and learning have potential for use in counseling and placing women in postsecondary vocational education programs. Six tables show items rated for advanced placement or exemption from courses. A transferability analysis, based on the women's self-ratings and the vocational educators' ratings, is also included. (KC).

**ED 192 043** **CE 026 488**

*Tindall, Lloyd W. And Others*

**Modifying Vocational Curriculum for the Handicapped. Final Report.**

Wisconsin Univ. Madison. Wisconsin Vocational Studies Center

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0569

Note—142p.; Parts may be marginally legible. For related documents see CE 026 776-778

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC06 Plus Postage**

Descriptors—*Curriculum Enrichment, *Disabilities, *Material Development, *Program Improvement, *Teacher Education, *Vocational Education, Curriculum Development, Evaluation, Field Tests, Guides, Information Dissemination, Instructional Improvement, Literature Reviews, Postsecondary Education, Secondary Education, Special Education, Teaching Methods, Workshops

This final report provides detailed coverage of the progress of a project to meet the need of preparing vocational teachers and curriculum specialists for delivery of effective vocational education programs to the handicapped. It begins with six quarterly reviews of project activities, the main activities being (1) training of state vocational instructional program supervisors and state vocational "special needs" supervisors to train appropriate local education personnel in the use of a handbook for modifying existing vocational curricula to suit handicapped individuals and (2) development of a handbook for use by local vocational teachers and curriculum specialists in modifying existing curricula. Seven sample field tests to evaluate the handbook are provided as well as a field test report, including general comments and comments on individual chapters of the handbook. Next are presented the two consultant activities used to provide "state of the art" knowledge and an example of consultant feedback. The four national dissemination workshops for state education agency personnel in the areas of vocational and special education and guidance are then reported. Participant lists and evaluations from the Boston, Madison, Salt Lake City, and Atlanta workshops are provided. (The handbook, user's guide, and annotated bibliography developed by the project are available separately—see Note.) (YLB).

**ED 192 046** **CE 026 499**

*Wircenski, Jerry L. Ed. And Others*

**The Annual Pennsylvania Conference on Postsecondary Occupational Education (11th): New Horizons in Postsecondary Occupational Education.**

Pennsylvania State Univ. University Park. Center for the Study of Higher Education

Pub Date—80

Pub Type—Collected Works—Proceedings (021). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC06 Plus Postage**

Descriptors—*Disabilities, *Employment Opportunities, *Postsecondary Education, *Retraining, *School Community Programs, *Vocational Education, Adult Education, Adult Vocational Education, Articulation Education, Career Education, Community Colleges, Community Services, Educational Planning, Employment Projections, Higher Education, Occupational Home Economics, Power Technology, Solar Radiation

Identifiers—Emerging Occupations, Mining, United States

These proceedings contain the keynote address, four papers, and summaries of four group discussions of the Eleventh Annual Pennsylvania Conference on Postsecondary Occupational Education. The keynote presentation is by Harold "Bud" Hodgkinson, distinguished analyst of current trends and the likely future of social, economic, and political settings in which postsecondary education will be operating. His presentation discusses international trends related to the world of work, planning issues, public attitudes toward education, the effects of education in the United States, population trends, industry involvement and its benefits, and linkages of community service agencies. The other four papers concern the four issues which were focused on by the planning committee. They are entitled Retraining Programs for the Handicapped Adult, Upgrading Programs in Postsecondary Education, A Conceptual Framework for Occupational Education Community Service Programs, and New and Emerging Careers. A summary of the highlights of a group discussion on each of the issues immediately follows the respective paper. Appendixes include the conference program and notes on authors and editors. (YLB).

**ED 192 047** **CE 026 500**

*Ross, Novella*

**Directory of Women Administrators in Vocational Education. Research and Development Series No. 201.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—238p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($13.00)

Pub Type—Reference Materials—Directories/Catalogs (132)

**EDRS Price—MF01/PC10 Plus Postage**

Descriptors—*Administrators, *Females, *Local Government, *State Departments of Education, *Vocational Directors, *Vocational Education, Federal Programs, Proprietary Schools, Regional Programs, Technical Institutes, Universities

This directory is a national listing of women administrators currently employed in vocational education. This publication is organized into eight major sections and two indexes. The major sections are categorized according to institutional affiliations: (1) state education agencies, (2) local education agencies, (3) regional education agencies, (4) universities and colleges, (5) technical institutes, (6) proprietary schools and colleges, (7) federal education agencies, and (8) other. Within each major section categorized by state where employment occurs, individual biographical sketches are listed alphabetically by surname. The indexes are presented: a program area of responsibility and an alphabetical listing. The program area of responsibility index lists individual names according to the major program areas(s) directly under their administration. Women who administer nontraditional programs are identified in this index. The alphabetical index is a combined listing in alphabetical order of all persons in the directory. The introduction includes the purpose of the project, background data, summary findings, directions for using this document, and a sample resume. The appendixes contain the survey instrument and the classification system of educational agencies and institutions. (CT).

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**ED 192 124** **CE 026 707**

*Taylor, Daniel B.*

**Revitalizing the American Economy: A Research and Development Focus for the 80s. Occasional Paper No. 64.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($1.90)

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Economic Development, *Educational Objectives, *Educational Research, *School Role, *Vocational Education, Access to Education, Educational Development, Educational Responsibility, Education Work Relationship, Energy, Energy Conservation, Equal Education, Productivity, Public Policy, Youth Employment

Identifiers—United States

Vocational Education can play a key role in revitalizing the American economy particularly through research and development in four areas: economic development and productivity, equity and access, youth employment, and energy. It can enhance productivity by identifying innovative vocational education programs successful in enhancing community and economic development, developing entrepreneurship training, aiding in vocational agriculture teacher preparation, developing curricula that addresses community economic development needs, and emphasizing new technologies and leadership development opportunities. Research and demonstration projects can aid in expanding vocational educational opportunities for women, minorities, and handicapped persons. Vocational education can play a key part in reducing youth unemployment by providing in-school and out-of-school programs for disadvantaged youth. It has already begun to respond to emerging industries and technologies needed for the energy crisis. The National Center for Research in Vocational Education can assist in this endeavor by improving national dissemination and utilization of research and development products focusing on the four priorities mentioned above, examining and describing critical issues confronting vocational education, assisting in strengthening the nationwide vocational education research and development system, and improving articulation among education, business, industry, labor, and economic development agencies. (MN).

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**ED 192 144** **CE 026 773**

*Norman, Colin*

**Microelectronics at Work: Productivity and Jobs in the World Economy. Worldwatch Paper 39.**

Worldwatch Inst. Washington, D.C.

Pub Date—80

Available from—Worldwatch Institute, 1776 Massachusetts Ave. N.W. Washington, DC 20036 (ISBN: 0-916468-38-0, $2.00)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Electronics Industry, *Employment Opportunities, *Microcomputers, *Productivity, *Technological Advancement, *Unemployment, Automation, Economics, Futures of Society, International Relations, Obsolescence, Political Issues, Social Problems, Technology, World Problems

Identifiers—Microelectronics

A combination of revitalized employment policies, greater industrial democracy, and new ways of distributing both the hours of work and the fruits of technological change are essential if the benefits of the microelectronic revolution are to be equitably shared. Microelectronic technology promises an array of benefits, and the electronic age is already well under way. As it progresses during the last two decades of the twentieth century, it will lead to improvements in productivity in factories and offices, changes in the way information is processed, stored, and communicated, and alterations in the content of many jobs. Differing rates of development of the electronics industry may lead to shifting advantages of competition in the international marketplace. Like all major technological changes, the transition to microelectronics will raise difficult political issues, among which the impact on jobs and employment is the most prominent. (KC).

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**ED 192 145** **CE 026 776**

*Tindall, Lloyd W. And Others*

**Puzzled About Educating Special Needs Students? A Handbook on Modifying Vocational Curricula for Handicapped Students.**

Wisconsin Univ. Madison. Wisconsin Vocational Studies Center

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0569

Note—492p. ; Small type on some pages will not reproduce well. For related documents see CE 026 488 and CE 027 777-778

Available from—Wisconsin Vocational Studies Center, University of Wisconsin, 964 Educational Sciences Bldg. 1025 West Johnson St. Madison, WI 53706 (Handbook and Annotated Bibliography, $24.00; User's Guide, $6.00; all three, $30.00)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF02/PC20 Plus Postage**

Descriptors—*Curriculum Enrichment, *Disabilities, *Handicap Identification, *Instructional Improvement, *Program Improvement, *Teaching Methods, * *Vocational Education, Community Resources, Curriculum Development, Delivery Systems, Demonstration Programs, Emotional Disturbances, Guides, Hearing Impairments, Learning Disabilities, Mental Retardation, Physical Disabilities, Postsecondary Education, School Community Relationship, Secondary Education, Visual Impairments

Identifiers—Vocational Assessment

The purpose of this handbook is to help vocational educators and others provide appropriate vocational education for handicapped students through the modification of vocational programs. (A companion user's guide and an annotated bibliography are also available—see Note. ) Possible uses include vocational instruction, administration, interagency and interprofessional cooperation, preservice education, inservice education, and research. Chapter 1 is an introduction. Chapter 2, Working with Others, examines the process for working with resource persons while teaching special needs students. It also covers potential resources located inside the school and out in the community. Chapters 3-8 deal with these specific handicapping conditions: emotional impairments of learning, learning disabilities, mental retardation, visual impairments, hearing impairments, and physical impairments. Each chapter is divided into three parts: (1) recognition of handicapped students, (2) strategies to modify vocational programs and to instruct students, and (3) information on existing exemplary programs and techniques already developed in vocational classrooms. Details concerning formal and informal vocational assessment are found in chapter 9. Chapter 10 presents nine models of vocational service delivery to handicapped students. (YLB).

**ED 192 146** CE 026 777
*Tindall, Lloyd W. And Others*
**Puzzled about Educating Special Needs Students? User's Guide for the Handbook on Modifying Vocational Curricula for Handicapped Students.**
Wisconsin Univ. Madison. Wisconsin Vocational Studies Center
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0569
Note—75p. ; For related documents see CE 026 488 and CE 026 776-778
Available from—Wisconsin Vocational Studies Center, University of Wisconsin, 964 Educational Sciences Bldg. 1025 West Johnson St. Madison, WI 53706 (Handbook and Annotated Bibliography, $24.00; User's Guide, $6.00; all three, $30.00)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC03 Plus Postage**
Descriptors—*Curriculum Enrichment, *Disabilities, *Handicap Identification, *Inservice Teacher Education, *Instructional Improvement, *Program Improvement, *Vocational Education, Community Resources, Curriculum Development, Delivery Systems, Demonstration Programs, Emotional Disturbances, Guides, Hearing Impairments, Learning Activities, Learning Disabilities, Mental Retardation, Physical Disabilities, Postsecondary Education, School Community Relationship, Secondary Education, Teaching Methods, Visual Impairments
Identifiers—Vocational Assessment

Designed to help state and local education administration personnel who are responsible for estabishing workshops or inservice training programs on vocational education of handicapped students, this guide contains materials on coordination of the steps necessary for organizing an inservice meeting. (It accompanies the handbook, which is available as CE 026 776.) Chapter 1 relates to the planning of the inservice meeting. Guidelines on such as whom to invite, where to hold the meeting, and evaluation of the meeting are discussed. The remaining chapters provide specific ideas for presenting the materials contained in the handbook. Chapters 2-10 follow the order in which materials are discussed in the handbook: (1) working with others, (2) emotional impairments of learning, (3) learning disabilities, (4) mental retardation, (5) visual impairments, (6) hearing impairments, (7) physical impairments, (8) vocational assessment, and (9) models of service delivery. Each chapter gives suggested activities and suggestions for time scheduling and lists resources. (YLB).

**ED 192 147** CE 026 778
*Tindall, Lloyd W. And Others*
**Puzzled about Educating Special Needs Students? Annotated Bibliography: Modifying Vocational Curricula for Handicapped Students.**
Wisconsin Univ. Madison. Wisconsin Vocational Studies Center
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—80
Contract—300-78-0569
Note—145p. ; For related documents see CE 026 488 and CE 026 776-777
Available from—Wisconsin Vocational Studies Center, University of Wisconsin, 964 Educational Sciences Bldg. 1025 West Johnson St. Madison, WI 53706 (Handbook and Annotated Bibliography, $24.00; User's Guide, $6.00; all three, $30.00)
Pub Type—Reference Materials—Bibliographies (131)
**EDRS Price—MF01/PC06 Plus Postage**
Descriptors—*Curriculum Enrichment, *Disabilities, *Individualized Education Programs, *Inservice Teacher Education, *Mainstreaming, *Program Administration, *Vocational Education, Ancillary School Services, Annotated Bibliographies, Career Education, Classroom Techniques, Curriculum Development, Educational Improvement, Educational Legislation, Educational Resources, Individualized Instruction, Information Sources, Needs Assessment, Postsecondary Education, Preservice Teacher Education, Program Descriptions, Program Evaluation, Secondary Education, Student Evaluation
Identifiers—Vocational Assessment

This annotated bibliography contains over 450 references divided into fourteen categories dealing with modification of vocational curriculum for the handicapped. It accompanies a handbook and user's guide which are available separately—(see note). Section 1 is an introduction. Sections 2-15 contain resources divided into these categories: administration, assessment, career education, curriculum modification, handicapping conditions, individualized education, inservice training, least restrictive alternative, legal issues, mainstreaming, programs, resources, school change, and supportive services. Each entry follows this format: author(s), title, place of publication and publisher, date of publication, and annotation. (YLB).

**ED 192 164** CE 027 159
*Klemp, George O. Jr*
**The Assessment of Occupational Competence. Final Report: I. Introduction and Overview.**
McBer and Co. Boston Mass
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-78-0028
Note—28p. ; For related documents see CE 027 160-165
Pub Type—Information analyses/State-of-the-Art Materials (070)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Competence, *Job Skills, *Occupational Tests, Adults, Certification, Competency Based Education, Court Litigation, Definitions, Educational Testing, Education Work Relationship, Evaluation Methods, Measurement, Minimum Competency Testing, Personnel Selection, Postsecondary Education, Secondary Education, State of the Art Reviews
Identifiers—Occupational Competence Assessment, Testing Centers

This introduction and overview is part of a seven-section report that investigates how individual competence is defined and assessed in the settings of education and work. Following background rationale, the first portion develops a definition of competence as 'a characteristic of an individual that underlies effective work performance'. Focus throughout is on work performance as the target of competence, rather than on the broader area of life performance that subsumes it. Overviews are provided of the individual chapters: (1) Competence Assessment and Personnel Selection: Current Practices and Trends, (2) Assessment Centers: Theory, Practice, and Implications for Education, (3) Competence Assessment for Certification in the Professions, (4) The Definitions and Measurement of Competence in Higher Education, (5) Competence Assessment and the Courts: An Overview of the State of the Law, and (6) Summary: A Synthesis of Issues. The issues identified and described briefly here are the definition of competence, the discrepancy between actual practice and ideal practice, the definition of validity, barriers to improving the state of the practice, and implications for curriculum content. Each of the six chapters is available separately—see note. (LRA).

**ED 192 165** CE 027 160
*Harlan, Anne And Others*
**The Assessment of Occupational Competence. I. Competence Assessment in Personnel Selection: Current Practices and Trends.**
McBer and Co. Boston Mass
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-78-0028
Note—191p. ; For related documents see CE 027 159-165
Pub Type—Information analyses/State-of-the-Art Materials (070)
**EDRS Price—MF01/PC08 Plus Postage**
Descriptors—*Competence, *Job Skills, *Occupational Tests, *Personnel Evaluation, *Personnel Selection, Adults, Employment Qualifications, Evaluation Methods, Job Performance, Minimum Competency Testing, Predictive Measurement, Vocational Aptitude
Identifiers—Occupational Competence Assessment

One of seven sections of a report that examines the assessment of occupational competence, this chapter presents competence assessment as it is defined in practice by selection techniques currently used by employers. The chapter begins with a discussion of the major techniques used in employee selection, focusing on the competencies employers detect and their measurement properties. The second major portion focuses on the ways in which selection techniques are used as components of selection systems within a variety of organizations. Among the questions addressed here are the following: Do employers actually select on the basis of the competencies they desire in job applicants? How do selection practices vary according to the type of job and level of skill required at entry? What biases enter into selection decisions as a function of the procedures used? To what extent do employers verify the importance of certain competencies to job performance or the effectiveness of their selection procedures? The chapter concludes with a discussion of how organizational realities and other factors affect selection practices and what educators can learn from current trends in these practices. (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues. ) (LRA).

**ED 192 166** CE 027 161

*Williamson, Stephen A. Schaalman, Mary Lou*

**The Assessment of Occupational Competence. 2. Assessment Centers: Theory, Practice, and Implications for Education.**

McBer and Co. Boston Mass

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0028

Note—301p. ; For related documents see CE 027 159-165

Pub Type—Information analyses/State-of-the-Art Materials (070)

**EDRS Price—MF01/PC13 Plus Postage**

Descriptors—*Competence, *Job Skills, *Minimum Competency Testing, *Personnel Evaluation, *Personnel Selection, Adults, Employment Qualifications, Job Performance, Occupational Tests, Predictive Measurement, Vocational Aptitude

Identifiers—Occupational Competence Assessment, Testing Centers

Focusing on assessment centers, this chapter is one of seven in a report that examines the assessment of occupational competence. Assessment centers are presented first in a historical context (their origins in personality theory), through which their evolution is traced and examined. What follows is a description of current assessment center practice, involving a broad sample of presently active assessment centers. The third major portion discusses the process and the results of the assessment center to illuminate the following key issues for the researcher and practitioner: Is the assessment center useful as a method of ascertaining the presence or absence of specified competencies? Does it measure performance potential or current ability? To what use do organizations put the data that they gather on individuals? What are the consequences of implementing assessment centers for the persons who are assessed and for the implementing organizations? The chapter concludes with an examination of the functions assessment centers serve for the organizations that use them. (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues. ) (LRA).

**ED 192 167** CE 027 162

*Pottinger, Paul S. And Others*

**The Assessment of Occupational Competence. 3. Competence Assessment for Occupational Certification.**

McBer and Co. Boston Mass

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0028

Note—170p. ; For related documents see CE 027 159-165

Pub Type—Information analyses/State-of-the-Art Materials (070)

**EDRS Price—MF01/PC07 Plus Postage**

Descriptors—*Certification, *Competence, *Job Skills, *Occupations, *Personnel Selection, Adults, Credentials, Education Work Relationship, Employment Qualifications, Measurement, Minimum Competency Testing, Occupational Tests, Postsecondary Education, Secondary Education, Standards, Vocational Aptitude

Identifiers—Occupational Competence Assessment

One of seven sections of a report that examines the assessment of occupational competence, this chapter examines the issue of certification from the perspective of the consumer of services performed by the individual possessing the credential. To provide an understanding of the current practice of competence assessment as a component of certification, the first portion of the chapter elaborates the process of how an occupation becomes a profession. In the course of describing the purposes and function of licensing and certification, particular attention is paid to the link between specifying the credential-awarding process and setting the goals that are established for the process. Following a description of the career areas in which certification plays an active role, the definition and measurement of competence is discussed using examples from prominent current practices. Among the key issues addressed in the chapter are the following: What is the relationship between certification and competence? Does certification ascertain minimal performance standards or are there other functions it performs that are more important? And, how do certification procedures direct educational priorities, with reference to the requirements of the world of work? (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues. ) (LRA).

**ED 192 168** CE 027 163

*Huff, Sheila M. And Others*

**The Assessment of Occupational Competence. 4. The Definition and Measurement of Competence in Higher Education.**

McBer and Co. Boston Mass

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0028

Note—170p. ; For related documents see CE 027 159-165

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141)

**EDRS Price—MF01/PC07 Plus Postage**

Descriptors—*Competence, *Competency Based Education, *Demonstration Programs, *Educational Testing, Academic Achievement, Comparative Analysis, Education Work Relationship, Higher Education, Job Skills, Minimum Competency Testing, Postsecondary Education, Program Descriptions, Secondary Education

Identifiers—Occupational Competence Assessment

Focusing on the competency based education movement (CBE), this chapter is one of seven sections of a report that examines the assessment of occupational competence. The chapter begins by reviewing the prominent CBE programs, their institutional objectives, and how competencies are identified and assessed. In particular, the degree to which institutional goals influence the identification and assessment process is examined, with traditional programs as a comparison. Some of the questions to which the chapter responds are the following: What are the distinctions between CBE and more traditional programs in the way they go about assessing competence? How does the specification of competencies shape curriculum content? How does the practice of assessment affect student learning? And how do assessment procedures limit or distort the competencies that are defined as curriculum objectives? Following the review of the state of the practice, a model for competency definition is introduced. The model becomes the framework for a discussion of the practical directions that institutions of higher education can take in pursuing their goals, within some of the real-world limitations imposed by tradition, the faculty, time, and financial resources. (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues. ) (LRA).

**ED 192 169** CE 027 164

*Block, Arthur R. Rebell, Michael A.*

**The Assessment of Occupational Competence. 5. Competence Assessment and the Courts: An Overview of the State of the Law.**

McBer and Co. Boston Mass

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0028

Note—138p. ; For related documents see CE 027 159-165

Pub Type—Information analyses/State-of-the-Art Materials (070)

**EDRS Price—MF01/PC06 Plus Postage**

Descriptors—*Certification, *Competence, *Court Litigation, *Educational Testing, *Occupational Tests, *Selective Admission, Access to Education, Adults, Compliance Legal, Employment Practices, Employment Qualifications, Higher Education, Job Skills, Minimum Competency Testing, Postsecondary Education, Standards, Teacher Certification

Identifiers—Civil Rights Act 1964, Occupational Competence Assessment

One of seven sections of a report that examines the assessment of occupational competence, this chapter provides a review of how the courts have responded to assessment practices. The difference in the perspectives held by the users and originators of assessment procedures and those held by the courts is developed by examining key court cases which followed upon the enactment of Title VII of the 1964 Civil Rights Act. In light of the courts' present posture, the implications of this difference in perspective are discussed for selection, licensing and certification, and educational assessment. The topics addressed include the use of the diploma or degree as a hiring requirement; the fairness of licensing and certification procedures as gateways to professions, with an emphasis on teacher certification; the use of IQ tests and other measures of general ability for classifying students; minimal competence assessment and the accountability of educational institutions; and the use of graduate school admission tests to select applicants fairly for the limited number of available places. The chapter concludes with a summary of the conditions under which the courts will tend to scrutinize competence assessment practices as well as suggestions for further legal research. (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues. ) (LRA).

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**ED 192 170** CE 027 165

*Huff, Sheila M. And Others*

**The Assessment of Occupational Competence. 6. Summary: A Synthesis of Issues.**

McBer and Co. Boston Mass

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0028

Note—85p.; For related documents see CE 027 159-164

Pub Type—Information analyses/State-of-the-Art Materials (070)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Competence, *Educational Testing, *Government Role, *Job Skills, *Occupational Tests, Adults, Certification, Competency Based Education, Evaluation Methods, Labor Force Development, Measurement, Minimum Competency Testing, Personnel Selection, Public Policy, State of the Art Reviews, Validity

Identifiers—Occupational Competence Assessment

The final chapter of a seven-section report that examined the assessment of occupational competence, this chapter explores the key patterns and commonalities that have emerged from the study of occupational competency assessment. The chapter begins with a synthesis of the state of the art of competency definition and measurement under four topic headings: definition of competence (what is measured), derivations of competence variables (how hypothesized competencies are identified), the measurement of competence, and the validity of competencies defined. The synthesis is followed by an in-depth discussion of the themes which emerge from the points of view of the various components of the human resource development system: the consumer, the educational system, licensing and certification, employers, the federal government, and the research and development community. The third major portion of the chapter examines key countervailing forces which present problems for advancing the practice of defining and assessing competence. The concluding section discusses what the actors in the human resource development system can do to improve the practice of competence assessment through economic incentives, law and regulation, dissemination, government practice, and program evaluation. (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues. ) (LRA).

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**ED 193 413** CE 021 583

**The California Study on Women in Nontraditional Employment.**

Advocates for Women, San Francisco, Calif

Pub Date—77

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC13 Plus Postage**

Descriptors—*Employment Services, *Equal Opportunities Jobs, *Females, *Nontraditional Occupations, *Sex Discrimination, Agency Role, Employment Opportunities, Employment Programs, Institutional Role, Job Training, Sex Bias, Sex Fairness, Sex Role, Sex Stereotypes, State Surveys, Unions

Identifiers—California, Comprehensive Employment and Training Act

In order to identify the barriers currently excluding women from equal access to non-traditional employment, a study examined ten agencies and programs in California which provide employment services to women. They may be categorized as either women's agencies, Comprehensive Employment Training Act (CETA) subcontractors (employment services), private training institutions, or publicly funded training institutions. Findings based on in-depth unstructured interviews showed that agencies do not provide adequate presentation of non-traditional job possibilities, counselors lack training in non-traditional employment possibilities, and placement goals take precedence over women's needs. Traditional sex stereotyping, male attitudes, employer attitudes, conditioning, and lack of non-traditional role models are among barriers to non-traditional employment for women. Trade schools do not provide women with equal access to services or need instruction. Veteran's preference is among legal barriers to women entering non-traditional employment, and unions and training programs are among institutional barriers. Women should be added as a specific goal to programs funded to assist entry into the employment market. Also needed are technical assistance programs including counseling, job development, awareness workshops, career information services, physical preparedness and remedial classes. Creation of non-traditional jobs for women and training and placement procedures are needed. (Appended is a forty-five page bibliography. ) (MN).

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**ED 193 414** CE 023 280

*Scanlon, Arlene P.*

**An Exploratory Study to Determine the Need for a Program of Research on the Policy Implications of Illegal Immigration for Youth Employment in the Unted States. Final Report, August 1978 through March 1979.**

Lewis (D. A.) Associates, Inc. Clinton, Md

Spons Agency—Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.

Report No.—ASPER/CON-78/0117/A

Pub Date—79

Contract—J-9-M-8-0117

Note—92p

Pub Type—Reference Materials—Bibliographies (131). Reports—Research/Technical (143)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Illegal Immigrants, *Public Policy, *Research Needs, *Unemployment, * *Youth Employment, Annotated Bibliographies, Demography, Ethnic Groups, Labor Force, Migration, Minority Groups, Needs Assessment, Policy Formation, Youth

Identifiers—Immigration

A study was conducted to assess the extent of knowledge of the impact of illegal immigration on youth unemployment and to analyze its policy relevance. Data collection methods included source identification and review; interviews with theoreticians, scholars, and administrators; and coordination of information on illegal immigration impact with ongoing research and current events. Data revealed that although little hard data exists on this impact and its interpretation is often contradictory, there is indirect evidence of such impact. Minority youth and illegal immigrant ages, skills, characteristics, geographic concentrations, and areas of employment are similar. However, there is evidence of dual labor markets for both groups within industries. Data on non-Mexican illegal immigrants in the urban North and East is particularly weak. Although youth labor force projections for 1985 indicate that youth population and youth unemployment will decline, racial minority youth population and unemployment will not similarly decline. Research is needed to clarify impacts of illegal aliens on racial minority youth, including analysis of residential survey data, case study of impacted industries and services, statistical studies, and futuristic policy oriented studies of the impact of alien immigration on youth employment. (Two annotated bibliographies are appended. ) (MN).

**ED 193 418** CE 025 620

*Valentine, Ivan E. Oshima, Asahi*

**An Investigation of the Vocational Directors' Role and Responsibilities in the Delivery and Evaluation of Disadvantaged and Handicapped Vocational Education Programs, as Perceived by the Local Administrator. Final Report.**

Colorado State Univ. Ft. Collins. Dept. of Vocational Education

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver

Pub Date—79

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC07 Plus Postage**

Descriptors—*Administrator Role, *Delivery Systems, *Disabilities, *Disadvantaged, *Program Evaluation, *Vocational Education, Accessibility for Disabled, Administrator Attitudes, Administrator Responsibility, Educational Facilities, Job Placement, Postsecondary Education, Program Effectiveness, Secondary Education, Success, Surveys, Teacher Attitudes, Teacher Education, Vocational Directors, Vocational Education Teachers

A study assessed and compared perceptions of local vocational educators toward delivery and evaluation of vocational education programs for the disadvantaged and handicapped. Emphasis was on identifying factors affecting vocational education for the special needs population and areas of concern relative to these factors. A survey instrument was prepared and mailed to thirty-six vocational administrators and thirty-three supplemental services-special needs program coordinators responsbile for vocational education programs for special needs students. Both groups perceived need for federal and state fiscal support, local commitment for services, availability of trained personnel, availability of relevant course offerings, and pre- and in-service training opportunities for vocational teachers as factors contributing to program success. A need for professionally trained vocational support personnel to share responsibilities with local instructors was perceived. Local services identified as contributing toward program success included coordinated identification and selection processes, supplemental services, special education assistance, and availability of assistance from social agencies. The Individualized Education Program was viewed as an essential tool in program development. Other findings included (1) cooperative efforts with other agencies were significant factors in job placement, (2) vocational educators' awareness and understanding of the handicapped and disadvantaged needed to be expanded, and (3) inadequate physical facilities have been barriers to student participation. (The survey instrument is appended. ) (YLB).

**ED 193 419** CE 025 810

*Young, Malcolm B. And Others*

**Doing Your Community Education Evaluation: A Guide.**

Development Associates, Inc. Arlington, Va

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0597

Note—74p. ; Italic sectons and the sample performance report, which contains small print, will not reproduce well

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Community Development, *Community Education, *Community Resources, *Evaluation Methods, *Objectives, *Program Evaluation, Adult Education, Advisory Committees, Agency Cooperation, Community Benefits, Coordination, Courses, Cultural Activities, Evaluation Needs, Health Services, Organization, Personnel Evaluation, Recreational Activities, School Community Relationship, Social Services, Use Studies

Intended to assist in the evaluation of community education programs, this guide is for program decision makers, primarily at the local level, including staff of school districts, park and recreation departments, other local and state agencies, and private citizens serving on community education boards and councils. Part 1, Evaluation and Community Education Programs, describes an eight-step process for developing and conducting an evaluation that can be applied to two frequent situations: need for a rigorous and complex evaluation design and answers to a few questions. Topics include purposes of program evaluation, when and how to evaluate a program, and use of program/performance reports in evaluation. Part 2, Community Education Concerns and Evaluation Questions, covers materials on twelve topics of concern in relation to a community education program: program objectives; advisory council; interagency cooperation/coordination; courses/classes; health/social services; recreational, social, and cultural activities; community development; organization and staffing; resource utilization; impacts on school system; impacts upon community; and impacts on individuals. Each topic is presented in a format that covers what is meant, why evaluate, possible evaluation questions, and sources and approaches (including sample evaluation questions with possible sources of information and possible indicators of performance). Part 3 presents a sample performance report. (YLB).

**ED 193 423** CE 026 120

*Turpeau, Anne B.*

**Business Opportunities Project of the National Committee on Household Employment. Final Report.**

National Committee on Household Employment, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program. Women's Educational Equity Act Program, Washington, D.C.

Pub Date—79

Contract—G007801149

Note—92p

Pub Type—Reports—Descriptive (141), Reports—Evaluative/Feasibility (142)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Adult Education, *Business Administration, *Curriculum Development, * *Material Development, *Program Effectiveness, Career Guidance, Curriculum Evaluation, Curriculum Research, Females, Instructional Materials, Low Income Groups, Minority Groups, Program Development, Workshops

Identifiers—Entrepreneurs

Objectives of a business opportunities project were to design, develop, test, and validate curriculum guides to be used by continuing and adult educators and others to encourage and assist low income women, especially minority women, to explore business ownership as a career option. A business opportunities workshop instructor's handbook (consisting of fourteen lessons and lesson plans) and a participant's workbook (consisting of activities, readings, and tests organized in thirteen lessons) were the final products of the project. These were developed in several steps: (1) collection of written materials on business ownership and women in business, (2) presentation of preliminary versions of the final products for validation at a small business development workshop for low income, minority women, (3) a survey of 300 women business owners, (4) a curriculum design workshop, and (5) a seven-week test workshop for working women (over half of them having annual incomes under eight thousand dollars and nearly half having less than a high school education). The workshop was evaluated by an independent evaluation group which found that project participants gained new knowledge of business ownership and management, undertook new learning activities, and formulated new career plans. (Project materials and the evaluation report are appended. ) (MN).

**ED 193 425** CE 026 144

**Bilingual Word Processing Curriculum Development Project. Final Report, November 1, 1979, to July 30, 1980. Proyecto de Desarollo Curricular en el Procesamiento de Comunicacion Escrita Bilingue.**

Essex County Coll. Newark, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education

Pub Date—80

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Bilingual Education, *Curriculum Development, *Instructional Materials, *Office Occupations Education, *Spanish, Material Development, Postsecondary Education,

*Teaching Guides, Two Year Colleges
Identifiers—Bilingual Materials, Word Processing

A project proposed to demonstrate that quality bilingual (Spanish/English) curriculum materials for word processing could be developed. There were six different, yet interrelated elements or stages in this curriculum effort: (1) identification of competencies and materials; (2) translation, adaptation, and development of materials; (3) articulation; (4) application and evaluation; (5) analysis of outcomes; and (6) evaluation of overall effort. The staff of two bilingual curriculum specialists, one coordinator, two consultants, and project director researched, identified, translated, adapted, and developed two bilingual training manuals. They were a student's manual and a teacher's manual. Incorporating the parallel use of English and Spanish throughout the theory review and practice exercises, these products were designed primarily for students who are enrolled in a word processing course utilizing CRT text-editing equipment. Field testing and evaluation of materials were planned for the fall semester, 1980, at Essex County College. (YLB).

**ED 193 427** **CE 026 182**

*Banker, Nancy*
**Experience-Based Career Education Staff Development Handbook.**
Far West Lab. for Educational Research and Development, San Francisco, Calif
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC07 Plus Postage**
Descriptors—*Career Education, *Experiential Learning, *Individualized Instruction, *Program Development, *Staff Development. *Teacher Improvement, Advisory Committees, Educational Objectives, Educational Principles, Inservice Teacher Education, Learning Activities, Material Development, Program Design, Program Implementation, Resource Materials, Resources, Secondary Education, Student Projects, Teacher Developed Materials
Identifiers—Experience Based Career Education

This handbook provides an experience-based career education (EBCE) program director with guidelines and a structure for planning and conducting staff development activities with a minimum of assistance from outside the district. General principles are discussed to offer guidelines to present a staff development program to meet needs. A discussion of planning considers activities in the first and second weeks as well as on-going staff development and progress monitoring. Descriptions are then given of activities designed to clarify EBCE goals, explain the use of program procedures and forms, and provide practice in using the skills needed to operate the program. Each activity description contains (as appropriate) a statement of purpose, recommended approach, key points, suggested discussion questions, list of materials needed, prerequisites for the activity, time required, one or more variations to the recommended approach, and related references. Activities, presented in the recommended sequence for conducting them, are (1) Introduction to Staff Development, (2) Educational Values, (3) Program Overview, (4) Student Program Walk-Through, (5) Resource Development, (6) Project Planning, (7) Implementation Planning, (8) Student Program Planning, (9) Evaluating Project Plans, and (10) Student Advisory Group Meetings. Appendixes include a student program walk-through, implementation planning checklist, and sample student project plans. (YLB).

**ED 193 431** **CE 026 317**

*Hubek, June, Comp*
**Handbook of Procedures for Implementing a Sex Equity Workshop: Pathway to Awareness.**
Florida State Univ. Tallahassee. Center for Studies in Vocational Education
Spons Agency—Florida State Dept. of Education, Tallahassee
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC03 Plus Postage**
Descriptors—*Change Strategies, *Program Development, *Program Implementation, *Sex Discrimination, *Sex Fairness, *Workshops, Adult Education, Attitude Measures, Career Choice, Elementary Secondary Education, Federal Legislation, Females, Learning Activities, Males, Postsecondary Education, Sex Bias, Sex Role, Sex Stereotypes, Staff Development
Identifiers—Title IX Education Amendments 1972

Materials in this handbook of procedures for implementing a sex equity workshop consist of six steps intended for adaptation in educational meetings, classrooms, and community gatherings. Outlined in the first section on the need for eliminating sex role stereotyping are legislative and economic mandates for sex equity and goals for inservice educators. Workshop steering committee and participant duties are listed in section 2. Organizational guidelines and a list of possible consultants constitute the third section on workshop design. A sample agenda is presented in section 4. Provided in section 5 are nine sample activities on attitudes toward life roles, role expectations, role expectations for elementary students, attitudes towards women's roles, sexist attitudes, perceived male stereotypes, linguistics, and curriculum bias. A sample action plan and suggestions for writing such a plan are set forth in section 6. A bibliography follows. Appendixes constituting one third of the handbook contain sex role myths and realities, the text of Title IX of the Education Amendments of 1972, Title IX questions and answers, and guidelines for assessing sex bias and sex fairness in career interest inventories. (MN).

**ED 193 434** **CE 026 479**

*Marinelli, Diane, Ed*
**Survival Skills Units: Consumer Economics, Occupational Knowledge, Health, Government and Law.**
Northern Illinois Univ. De Kalb
Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section
Pub Date—79
Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($17.00)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
**EDRS Price—MF02/PC23 Plus Postage**
Descriptors—*Adult Basic Education, *Consumer Economics, *Government Administrative Body, *Health, *Job Skills, *Laws, Child Rearing, Community Health Services, Contraception, Crime, Employment Interviews, First Aid, Job Application, Learning Activities, Nutrition, Voting
Identifiers—Driver Licensing, Life Skills

These eighteen Survival Skills units are intended to provide the adult basic education student with life skills information, new vocabulary, and reading practice at a readability level of 3.0 to 6.0. It is suggested that they be used only under an instructor's direction and that specialized vocabulary may need to be pre-taught. Each unit is considered an introduction to a life skills topic and not a comprehensive treatment. There are four major areas of survival skills considered with various topics addressed in units within these areas: (1) consumer economics (budgeting, income tax: filing the 1040A, renting an apartment, buying a used car), (2) occupational knowledge (job leads, job applications and interviews, job skills), (3) health (community health services, birth control, parenting skills, first aid, nutrition), and (4) government and law (law, crimes, federal government, state and local government, voting, getting a driver's license). Units contain informative materials, activities and exercises, and sample forms. An instructor's guide containing answer keys to all activities is provided. (YLB).

**ED 193 435** **CE 026 501**

**Women and the Military. A WEAL Fund Kit.**
Women's Equity Action League Educational and Legal Defense Fund, Washington, D.C.
Pub Date—80
Available from—WEAL Fund, 805 15th St. N.W. Suite 822, Washington, DC ($3.50)
Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reference Materials—Bibliographies (131)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Armed Forces, *Career Choice, *Careers, *Change Strategies, *Females. Adult Education, Bibliographies, Elementary Secondary Education, Military Organizations, Military Personnel, Military Service, Minority Groups, Policy, Sex Role, Womens Education

Identifiers—Air Force, Army, Coast Guard, Draft, Marine Corps, Navy, United States

Designed to provide useful information on women in the military, this kit is intended for students, teachers, guidance counselors, parents, policy officials, women's studies programs, librarians, and those interested in the changing role of women. The first section includes a paper on Common Misconceptions about Women in the Military and issue papers addressing such topics as women and the draft, women in combat, and minority women in the military. The next section provides brief descriptions of each branch of the service (Army, Navy, Air Force, Marine Corps, Coast Guard) and comparative information on ranks and policies toward women. Ideas and strategies for effecting change in the military as well as information about organizations that may provide assistance are also included. Additional resource materials are identified in two bibliographies: a special annotated bibliography on women in the military for young readers (Women Are Patriots, Too. ) and another for guidance counselors (Selected Bibliography on Choosing a Military Career), which has some annotations. A listing of key addresses to write for information on military subjects is also provided. (YLB).

**ED 193 446** CE 026 635

**Work-Education Councils and the Possibilities for Collaborative Efforts under YEDPA.**

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs

Pub Date—78

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Consortia, *Education Work Relationship, *Employment Services, *School Community Relationship, *Work Experience Programs, *Youth Employment, Career Education, Career Guidance, Cooperative Programs, Coordination, Employers, Program Development, Secondary Education, Young Adults

Identifiers—Work Education Consortium Project, Work Education Councils, Youth Employment and Demonstration Projects Act

The Work-Education Consortium Project involves more than thirty communities which have formed local councils to improve the relationship between the educational system and the employment system in their areas. The councils, each autonomous, are loosely organized and funded under the Department of Labor's Youth Employment and Demonstration Projects Act (YEDPA). Since they work outside the traditional structure of both education and employment institutions, the councils can be a source of help to Comprehensive Employment and Training Act (CETA) prime sponsors in finding ways to work with other sectors of the community. Although work and education councils are concerned with bringing about more productive integration of education and work throughout an individual's lifetime, they focus heavily on smoothing the school-to-work transition for youth. The communities taking part in the Work-Education Consortium Project sponsor such programs as creating career development clearinghouses, developing directories to community resources, starting networks of volunteers for career exploration programs, generating support for high school work experience opportunities, staffing placement services, and surveying employer projections for young workers. A list of communities involved in the consortium and highlights of their projects is included in this report. (KC).

**ED 193 448** CE 026 678

*Riley, Marcia G.*

**Identification and Validation of Critical Incidents in Classroom Discipline and Their Solutions as Reported by First-Year Vocational Teachers in the State of Florida.**

Florida State Univ. Tallahassee

Pub Date—79

Pub Type—Reports—Descriptive (141). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Beginning Teachers, *Classroom Techniques, *Critical Incidents Method, *Discipline, *Vocational Education Teachers, Inservice Teacher Education, Needs Assessment, Preservice Teacher Education, Secondary Education, Teacher Behavior

In response to the need for realistic materials for training inservice and/or preservice teachers in classroom discipline, seventy-nine first-year vocational education teachers in public secondary schools in Florida were studied. The purpose of the study was to identify critical and frequent discipline incidents and the appropriate alternatives for handling them; to identify discipline problems which should be included in preservice and/or inservice education; and to compare the solutions used by the teachers with the solutions proposed by experts in the field. Data were collected by means of a critical incident form derived from McFadden's Model, then screened by two panels of experts. The study found that (1) there was a discrepancy between what the first-year teachers did to resolve discipline problems and what experts felt "ought to be done," with the teachers more likely to use short-term solutions; (2) the two panels of experts disagreed on "effective" solutions for a given critical incident; (3) obtaining specific solutions to specific discipline problems was not feasible; (4) first-year teachers have needs for training in handling discipline problems that have not been met by preservice or inservice education; (5) student placement and the laboratory setting were factors in discipline problems; and (6) students' disruptive personal habits were most often perceived as causes of critical discipline incidents. (KC).

**ED 193 454** CE 026 710

*Rumbaugh, Welcome A. And Others*

**Handbook for Job Search/Vocational Placement.**

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC06 Plus Postage**

Descriptors—*Career Education, *Career Guidance, *Job Placement, *Job Search Methods, *Program Administration, Activities, Administrator Guides, High Schools, Program Implementation, Records Forms, Two Year Colleges, Vocational Education

This manual is intended for use by secondary school and two-year college personnel engaged in placement work, career education, and guidance. It contains five sections, nineteen short appendixes, and fifteen brochures and reproducible items. Outlined in the first section are secondary and postsecondary job search and placement concepts and a diagramatic model for a school-based comprehensive placement system. The second section, devoted to system implementation, describes placement objectives; placement coordination selection; employment surveys; reaching staff, students, and employers; and a job search/vocational placement implementation schedule. Included in the third section on job search activities are discussions of employer prospects, referral policies, job applications, resumes, interviews, and labor laws. The fourth section on vocational placement contains information on vocational training resources, cooperative work experience programs, educating students for the world of work, developing good work habits and attitudes, placing disadvantaged and handicapped students, occupational information, and vocational testing. Covered in the final section are management concepts, objectives, follow-up studies, and statistical evaluation. Appendixes include sample resumes, job applications, follow-up forms, information on occupational clusters, coordinator logs, and evaluation sheets. (MN).

**ED 193 455** CE 026 714

*Lamar, Carl F. Owens, Devert J.*

**A Study of CETA/Vocational Education Coordination, Cooperation and Collaboration in Kentucky. Final Report.**

Kentucky Univ. Lexington. Div. of Vocational Education

Spons Agency—Kentucky State Dept. for Human Resources, Frankfort. Bureau for Manpower Services. Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education

Pub Date—80

Pub Type—Reports—Evaluative/Feasibility (142)

**EDRS Price—MF01/PC12 Plus Postage**
Descriptors—*Agency Cooperation, *Cooperative Planning, *Employment Programs, *Vocational Education, Coordination, Disadvantaged, Federal Programs, Program Development, Program Evaluation, Underemployment, Unemployment
Identifiers—Comprehensive Employment and Training Act, Kentucky

More cooperation between Comprehensive Employment and Training Act (CETA) programs and vocational education programs is both desirable and feasible, concludes this year-long study in Kentucky. The study was conducted (1) to determine the feasibility of developing a plan for coordinating vocational education resources and supporting services to serve more effectively the economically disadvantaged, unemployed, and underemployed CETA clients in Kentucky; and (2) to identify the issues, concerns, problems and barriers which have prevented the establishment of productive working relationships between CETA-related personnel and vocational education personnel throughout the state. Information on CETA and vocational education was gathered from legislation, prime sponsors, state plans, and from meetings attended and/or questionnaires answered by more than 600 persons involved in the two programs. The major conclusions of the study were that the problems between CETA and vocational education have been caused by insufficient communication, philosophical differences, turf protection, uncoordinated planning, and limited use of their advisory groups. Recommendations call for coordination between CETA and vocational education personnel in the development of common objectives for working with the economically disadvantaged. (KC).

**ED 193 461** **CE 026 755**
*Jackson, Frances*
**Career Guidance for Academically Gifted Female Students: A Coordination of Resources to Develop Human Potential. Final Report, October 1, 1978, to September 30, 1979.**
Great Falls Public Schools, Mont
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—80
Contract—G007802034
Note—107p. ; For related documents see ED 163 226 and ED 167 775
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
**EDRS Price—MF01/PC05 Plus Postage**
Descriptors—*Academically Gifted, *Career Guidance, *Career Planning, *Females, *Nontraditional Occupations, Career Choice, Career Education, Career Exploration, Community Programs, Community Resources, Counselor Role, Decision Making, Demonstration Programs, Employment Opportunities, Grade 6, Parent Participation, Program Evaluation, School Community Relationship, Secondary Education, Sex Stereotypes, Teacher Role, Workshops
Identifiers—Education Amendments 1974

A project designed and demonstrated a career guidance model for academically gifted female students to overcome problems associated with non-traditional career choices and sex-role stereotyping. Academically gifted females were identified in grades 6 and 10-12. Parent involvement was actively solicited to facilitate non-traditional career decisions. Student training and information activities included (1) Creative Life Planning Seminar for senior girls, (2) Career Information Newsletter for grades 9-12, (3) Advertising Club Workshop, (4) Grade 9 home arts instructional unit, (5) Multiplying Options workshop for secondary math and science teachers, (6) school representatives workshops, (7) workshop to acquaint staff with useful community programs, (8) Occupational Choices and Lifestyles staff workshop, and (9) distribution of printed materials on sex stereotyping to teachers and counselors. Evaluation activities assessed if people affected by the project saw a need for kinds of activities sponsored by the project and if target populations perceived project activities as useful. Data was collected from student, parent, district staff, and project activity assessment instruments and record data. The project was found to be effective despite school staff constraints. (Appendixes, amounting to approximately one-half of the report, include the semi-annual report, printed materials distributed to teachers and counselors, and Creative Life Planning Seminar materials.) (YLB).

**ED 193 465** CE 026 763
**Minorities and Women in Apprenticeship Programs and Referral Unions. Equal Employment Opportunity Report—1978.**
Equal Employment Opportunity Commission, Washington, D.C.
Pub Date—80
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type—Numerical/Quantative data (110)
**EDRS Price—MF03/PC27 Plus Postage**
Descriptors—*Apprenticeships, *Enrollment, *Females, *Minority Groups, *Unions, Alaska Natives, American Indians, Asian Americans, Blacks, Dropouts, Employers, Graduates, Hispanic Americans, Industry, Males, National Surveys, State Surveys, Union Members

In 1978, there were almost 150,000 apprentices in the United States; 4 percent were women and 19 percent were members of minority groups. At the same time, there were more than two million union members in this country; 11 percent were women and 24 percent were members of minorities, according to the 1978 Equal Employment Opportunities Commission Report on the number of women and minorities in apprenticeship programs. Seven tables of statistical data constitute the report. Tables 1-4 break down the total number and minority group apprentices (total, graduates, dropouts, and applicants) (1) by sex and by trade or craft (for sixty-four trades or crafts); (2) by sex, by industry, trade or craft; (3) by sex, by state; and (4) by sex, by Standard Metropolitan Statistical Area (SMSA). Tables 5-7 contain data on members of referral unions (local unions with 100 or more members which operate a hiring hall or refer persons to employment). Table 5 shows total and minority group membership by sex, by international union grouping, by international union; Table 6 shows the same data broken out by states; and Table 7, the same data by SMSA. Break-out for minority groups is by black non-hispanic, hispanic, Asian or Pacific Islands, and American Indian/Alaskan native. Appendixes contain instructions and reporting forms used to collect the data: Apprenticeship Information Reports (EEO-2, EEO-2E) submitted by 1,701 joint labor-management committees (JACs) which sponsored 3,973 trade or craft training programs and 924 corporate establishments which sponsored 3,121 programs; and Local Union Report (EEO-3) filled out by 2,688 unions. (KC).

**ED 193 471** CE 026 774
*Martin, Ruth E.*
**Guidelines to Achieve Sex Equity in Vocational Home Economics. Final Report.**
Washington State Univ. Pullman
Spons Agency—Washington State Commission for Vocational Education, Olympia.
Pub Date—80
Pub Type—Reports—Descriptive (141)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Curriculum Evaluation, *Evaluation Criteria, *Family Life Education, *Guidelines, *Sex Bias, *Sex Fairness, Career Education, Career Planning, Females, Home Economics, Males, Parent Participation, School Community Relationship, Secondary Education, Sex Stereotypes, Student Attitudes, Teacher Attitudes, Teacher Behavior, Teacher Evaluation, Textbook Bias, Textbook Evaluation, Vocational Education

A project developed, field tested, and disseminated guidelines for elimination of sex bias/stereotyping of females and males in new and existing vocational educational curriculum materials, resources, and methods for home and family life teachers. During the literature review, existing instruments for achieving sex equity were identified. Tentative instruments were further explored. Advisory committee input was helpful in developing a preliminary model set of nonsexist curriculum guidelines. The guidelines were designed to assess the teaching environment and new and/or existing resources. (Appendixes include project materials and correspondence as well as a copy of Guidelines to Achieve Sex Equity in Home and Family Life Education. ) The first part of the guidelines, Sex Equity in the Teaching Environment, has five sections that relate to the education of students: teaching behavior, student awareness, school/community, facilities and equipment, and occupational preparation. Responses to the items indicate strengths and weaknesses. Part 2, Guide for Review of Sex Equity in Resource Materials, can be used to review (1) textbooks, pamphlets, and other printed resources and (2) films, filmstrips, and other nonprint resources. This review assesses both role portrayal and language. (YLB).

**ED 193 472** **CE 026 790**

**Identification of Mathematics Competencies for Vocational, Technical and Adult Education through a Survey of Employer/Incumbent Employee Expectations. Final Report.**
Northeast Wisconsin Technical Inst. Green Bay
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Pub Date—80
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC08 Plus Postage**
Descriptors—*Adult Vocational Education, *Competence, *Job Skills, *Mathematics, * *Occupational Information, *Technical Education, Community Colleges, Competency Based Education, Employee Attitudes, Employer Attitudes, Employment Qualifications, Graduate Surveys, Job Analysis, Job Performance, Mathematics Curriculum, Mathematics Education, Postsecondary Education

Employer and employee expectations and satisfaction with the mathematics competencies essential to perform in fifteen occupations were identified through mailing 1839 surveys (25% return) to employees who were 1977, 1978, and 1979 graduates of fifteen occupational programs in at least two Vocational Technical Adult Education (VTAE) districts in Wisconsin, and their employers. From these survey results an improved model or set of mathematics competencies which can be used to develop a VTAE mathematics curriculum for any occupation was created. The pilot study also led to development of a profile matrix of mathematics competencies which discriminates those competencies common to all occupations and those peculiar to fifteen specific occupations. The report contains a master list of 600 mathematics competencies; a summary network for the project; an activities-time line; a summary of organization, objectives, and major decision points; the survey instrument; responses to open ended questions; and a profile matrix of mathematics competencies by occupations. (KC).

**ED 193 477** **CE 026 839**

*Pandya, Himanshu S.*
**Status of Gifted Students in Vocational Agriculture Classes in the United States. Final Report. Teacher Education Series, Volume 21, Number 2.**
Pennsylvania State Univ. University Park
Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg
Pub Date—80
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC04 Plus Postage**
Descriptors—*Academically Gifted, *Agricultural Education, *Enrollment, *Vocational Education, Administrator Attitudes, Career Guidance, Enrichment Activities, Extracurricular Activities, Graduate Surveys, High School Graduates, High Schools, Identification, National Surveys, Prevocational Education, Teacher Attitudes
Identifiers—Pennsylvania, United States

The number of gifted students in high school vocational agriculture classes has increased four-fold in the last five years, according to a study of enrollment, methods of identification, curricular, and co-curricular and career awareness activities available to gifted students in schools offering vocational agriculture in the United States. A survey, mailed to a sample of Pennsylvania agriculture teachers in 224 departments and a random sample of 100 other vocational agriculture teachers in the United States, their 324 school administrators, and their gifted vocational agriculture students who graduated from 1974 to 1979, found 317 identified gifted students enrolled in vocational agriculture (extrapolated to show 22,000 enrolled at the national level). It also showed that gifted students are most often identified by means of IQ tests and/or nominations by teachers. Both teachers and administrators surveyed wanted information on how to teach the gifted, and on flexible and challenging programs. In addition, survey results showed that very few vocational agriculture teachers conducted career awareness programs for gifted students prior to their enrollment in vocational agricultural courses. (The report contains information on how the sample population was selected, the questionnaires used, and a bibliography. ) (KC).

**ED 193 482** **CE 026 866**

*Johnson, Beverly L.*
**Where to Find BLS Statistics on Women.**
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—BLS-612
Pub Date—80
Pub Type—Reference Materials—General (130)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Employed Women, *Employment Statistics, *Females, *Government Publications, *Labor Force, Occupational Surveys, Resource Materials
Identifiers—Bureau of Labor Statistics

This pamphlet is a guide to locating specific data about working women in the various news releases, periodicals, bulletins, and reports published by the Bureau of Labor Statistics (BLS). It shows where to obtain data on women's (1) labor force status, employment, and unemployment; (2) earnings and hours of work; (3) education; (4) membership in labor organizations; and (5) occupational injuries and illnesses. The pamphlet also explains how to obtain unpublished data from micro tapes, and how to obtain BLS publications. A list of BLS regional offices is included. (KC).

**ED 193 487** **CE 026 884**

*Cobble, Sue*
**Role Models in the Classroom: A Handbook for Recruiting and Training Journey Women as Trade Teachers.**
San Jose City Coll. Calif
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor. Office of Education (DHEW), Washington, D. C.
Pub Date—80
Contract—43-69658-3-9-65
Note—42p
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Females, *Nontraditional Occupations, *Role Models, *Teacher Education Programs, *Teacher Recruitment, *Trade and Industrial Teachers, Change Strategies, Community Colleges, Financial Support, Postsecondary Education, Sex Fairness, Teacher Certification, Teacher Placement, Teacher Selection, Trade and Industrial Education, Vocational Education, Womens Education

This handbook describes a strategy to reduce sex barriers in vocational education and aid in recruiting students into nontraditional areas by recruiting women from nontraditional occupations to teach part time in occupational training programs. The teacher recruiting and training process described was derived from experience with a pilot project (Women Instructors in the Trades (WIT) at San Jose City College, California) which successfully recruited forty qualified tradeswomen to enroll in teacher training classes, provided support services to ensure a 90% completion rate, and assisted the women in gaining their vocational teaching credentials and in finding part-time jobs as trade teachers. There are seven sections. Section 1 justifies the need for women in trade education and provides an overview of the pilot project and the strategy. Section 2 explains how to lay the groundwork for setting up teacher training and make arrangements for credentialing, while sections 3 and 4 detail the process for recruiting tradeswomen and a method for training them. Section 5 summarizes results of placing the teacher-tradeswomen; section 6 suggests funding sources for similar projects; and section 7 emphasizes the philosophy behind the program—the impact women teachers in nontraditional areas can have on their students and their significance for vocational education. (KC).

**ED 193 490** **CE 026 899**

**Employment and Training Evaluation Report—1979.**
Employment and Training Administration (DOL), Washington, D.C.
Pub Date—79
Pub Type—Reports—Descriptive (141).

Reports—Evaluative/Feasibility (142)
**EDRS Price—MF01/PC11 Plus Postage**
Descriptors—*Demonstration Programs, *Employment Programs, *Experimental Programs. *Program Effectiveness, *Program Evaluation, *Research Projects, Career Education, Evaluation, Federal Legislation, Federal Programs, Human Resources, Job Training, Labor Market, Labor Needs, Labor Supply, Labor Utilization, Research
Identifiers—Assistant Secretary Policy Evaluation and Research, Comprehensive Employment and Training Act, Employment and Training Administration, Office of Program Evaluation, Office of Research and Development, Work Incentive Program

This document is responsive to requirements in the Comprehensive Employment and Training Act (CETA) to report on findings from research and evaluation activities conducted in fiscal 1979 and plans for fiscal 1980 by the Employment and Training Administration (ETA) and the Office of the Assistant Secretary for Policy, Evaluation, and Research (ASPER). Section 1 (Research, Experimentation, and Demonstration) presents findings from projects administered by the Office of Research and Development (ORD). Section 2 (Evaluation) summarizes major findings of program evaluation studies conducted or funded by the Office of Program Evaluation (OPE). Section 3 covers completed and uncompleted employment and training and related projects conducted by ASPER. (Each of these three sections also contains an ETA plan for fiscal 1980 activities. ) Appendixes include (1) statistical tables of selected programs and financial data on fiscal 1978 CETA and Work Incentive program activities; (2) listings of research, experimentation, and evaluation projects administered by ORD and OPE in 1978; (3) ORD work agenda for fiscal 1980; and (4) Report on Optional Levels of Additional Evaluation Efforts and Use of Contractors to Conduct Evaluation Studies. (YLB).

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**ED 193 492 CE 026 902**

*Brand, Horst, Comp. Belitsky, Harvey A. Comp*
**Productivity: A Selected, Annotated Bibliography, 1976-78.**
Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date—80
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type—Reference Materials—Bibliographies (131)
**EDRS Price—MF01/PC07 Plus Postage**
Descriptors—*Economic Development, *Economic Factors, *Economic Research, *Input Output Analysis, *Productivity, Annotated Bibliographies, Career Education, Costs, Economic Progress, Employment, Measurement, Postsecondary Education, Technological Advancement, Transportation

This selective bibliography provides annotated references for 1,200 books and articles published between 1976 and 1978 which concern productivity—the relation between physical output and input. Publications deal with concepts and methods; measurement of levels and trends; the sources of productivity change (such as technology and research); the relation of productivity to economic variables such as wages, prices, and employment; and economic growth. Major sources drawn upon were the United States Department of Labor Library accessions lists, Journal of Economic Literature, and Dissertation Abstracts International—Humanities and Social Sciences. The annotated listing is divided into (1) concepts and measurement; (2) measures (total economy and private sectors, industries, public sector, international); (3) factors affecting productivity change (work force characteristics; hours and work schedules; capital; technological change; research and development/innovation; management and other organizational factors; energy, economies of scale, and other factors); (4) productivity, prices, and costs; (5) productivity and employment; (6) productivity and economic growth; and (7) bibliographies, annual reports, etc. Each citation contains the following: author, title, place of publication and publisher or source of article, number of pages or page numbers, and brief annotation. Author and subject indexes are provided. (YLB).

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**ED 193 493 CE 026 903**

*Hotchkiss, Lawrence Chiteji, Lisa*
**Preliminary Findings from the First Two Waves of a Panel Study of Developing Career Expectations.**
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—OB-NIE-G-80-0015
Note—224p
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC09 Plus Postage**
Descriptors—*Career Development, *Career Planning, *Influences, *Longitudinal Studies, *Mathematical Models, *Occupational Aspiration. Aspiration, Blacks, Career Counseling, Career Education, Data Analysis, Data Collection, Females, High Schools, Intelligence, Males, Parent Aspiration, Program Effectiveness, Questionnaires, Self Concept, Self Evaluation Individuals, Socioeconomic Background, Vocational Maturity, Whites

This report is an exploratory application of a dynamic mathematical model to express a theory of changes in youth's career expectations over time. Main content is divided into two focuses: (1) theoretical interpretations of the differential equations which embody the mathematical model and (2) reporting and discussion of the results of preliminary data analyses. Following an introduction (chapter 1), chapter 2 presents several interpretations of the differential equations. It reviews and relates the status-attainment and differential equation models. Chapter 3 describes sampling procedures, methods of data collection, and data coding; gives operational definitions for all variables used in the report; and discusses analytic methods. Chapter 4 contains numerical estimates of the fundamental parameters of the differential-equation model. It presents the specific form of the model used to generate the data and then discusses empirical results for white males and offers race and sex comparisons. Chapter 5 summarizes findings and sets forth conclusions. Appendixes, amounting to over one-half of the report, include questionnaires used during data collection for wave two; detailed explication of instrumentation, data collection procedures, and data coding and correction procedures used during the first and second measurement points of the study; and means, standard deviations, and correlations for variables used in the report. (YLB).

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**ED 193 496 CE 026 922**

*Hall, Helen C.*
**Development of a Statewide System for Disseminating and Implementing Vocational Promising Practices in Oregon. Final Report, April 1, 1979, to August 31, 1980.**
Oregon State Univ. Corvallis. Vocation-Technical Education Unit
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section
Pub Date—80
Contract—50-004-270
Note—45p. ; For related documents see CE 026 923-924, ED 130 140, and ED 162 157
Pub Type—Reports—Descriptive (141)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Diffusion, *Networks, *Statewide Planning, *Validated Programs, *Vocational Education, Career Education, Demonstration Programs, Information Dissemination, Innovation, Material Development, Models, Postsecondary Education, Program Development, Program Implementation, Secondary Education
Identifiers—Oregon, Promising Practices Diffusion Project

The purpose of the Promising Practices Diffusion Project, 1979-80, was to further develop, implement, and improve a statewide system for disseminating Promising Practices in vocational and career education. (Promising Practices are those exemplary projects which have met established criteria of quality. ) During the first stage, a project base was established at Oregon State University and a model system was developed to disseminate Promising Practices through the Regional Coordinator network. A kit of implementation materials for regional coordinators was drafted, and publicizing activities began. The second stage was concerned with acceptance of applications for adapting/adopting Promising Practices and continued efforts to publicize the total project. During the third stage, the model system and materials were reviewed and revised. Major accomplishments were the development of the statewide dissemination system and completion of eleven adaptation/adoption projects in several regions of the state. To facilitate implementation of the system, processes, procedures, and instrumentation were compiled in the form of an Implementation Kit for Regional Coordinators. (Appendixes include a project brochure and listing of Promising Practices projects currently in use. ) (YLB).

### ED 193 498 CE 026 924

*Hall, Helen*
**Disseminating Promising Practices in Oregon Vocational and Career Education Implementation Kit for Regional Coordinators.**
Oregon State Univ. Corvallis. Vocation-Technical Education Unit
Spons Agency—Oregon State Dept. of Education, Salem
Pub Date—80
Contract—50-004-270
Note—64p. ; Several pages with small print will not reproduce well. For related documents see CE 026 922-923, ED 130 140, and ED 162 157
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reference Materials—General (130)
**EDRS Price—MF01/PC03 Plus Postage**
Descriptors—*Demonstration Programs, *Diffusion, *Information Dissemination, *Program Implementation, *Statewide Planning, *Vocational Education, * Career Education, Elementary Secondary Education, Guidelines, Innovation, Networks, Postsecondary Education
Identifiers—Oregon, Promising Practices Diffusion Project

This kit provides guidelines and materials to support a total statewide system for disseminating Promising Practices (PPs) through the Regional Coordinator network. As a resource, its intent is to provide ideas and processes for activities that support and enrich the program of work of the regional coordinator. Section 1 lists PPs currently in use, and gives application information and forms. The remaining six sections of the kit contain a narrative that describes in detail the steps involved in the diffusion process: (1) informing, (2) assessing, (3) endorsing, (4) planning, (5) implementing, and (6) evaluating. Materials (forms and instruments) and information to assist the coordinator and adapting/adopting school are included. Appendix A is a glossary of key terms provided to clarify the use of selected educational terms and preferred definitions. Appendix B is the script and transparency masters for a transparency presentation about the Promising Practices Diffusion Project. (YLB).

### ED 193 499 CE 026 937

*Lewis, Morgan V. And Others*
**Attitudes Toward Vocational Education and the Relationship between Family Income and Participation in Vocational Courses.**
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—80
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Educational Attitudes, *Educational Benefits, *Family Income, *Vocational Education, Adults, Boards of Education, Career Education, Education Work Relationship, Elementary Secondary Education, National Surveys, Public Opinion, Relevance Education

In a national public opinion survey of more than 4,000 adults and a survey of 830 National School Boards Association (NSBA) members at their 1979 national convention, 86 percent of the public and 93 percent of the NSBA respondents endorsed vocational education. Approximately three-quarters of the public but less than half of the NSBA members were in favor of more emphasis by the schools on career preparation through vocational programs. In addition, approximately one-third of the public respondents said they would like to take vocational courses at the present time if they were available. Also, 85 percent of those who reported having received vocational training said the training was "very useful" or "somewhat useful" later in their lives. While these findings were favorable toward vocational education, about one-quarter of both groups of respondents said that present programs prepare students for jobs "not too well" or "not well at all," while 18 percent of the public respondents were undecided or uninformed about the quality of job preparation. Preliminary and tentative analysis of the relationship between participation in vocational training and family income yielded results suggesting that primary wage earners who had taken vocational courses had significantly higher family incomes than similar respondents with no vocational training. (KC).

### ED 193 501 CE 026 957

**Technological Change and Its Labor Impact in Five Energy Industries. Coal Mining/Oil and Gas Extraction/Petroleum Refining/Petroleum Pipeline Transportation/Electric and Gas Utilities.**
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—BLS-Bull-2005
Pub Date—79
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 029-001-02302-2; $2.40)
Pub Type—Numerical/Quantative data (110). Reports—Descriptive (141)
**EDRS Price—MF01/PC03 Plus Postage**
Descriptors—*Employment Projections, *Industry, *Power Technology, *Productivity, *Technological Advancement, *Vocational Adjustment, Economic Development, Employment Statistics, Energy, Investment, Petroleum Industry, Research Projects, Statistics, Utilities
Identifiers—Coal Mining, Electric Power Generation, United States

This bulletin appraises major technological changes emerging in five American industries (coal mining, oil and gas extraction, petroleum refining, petroleum pipeline transportation, and electric and gas utilities) and discusses the impact of these changes on productivity and occupations over the next five to ten years. Its separate reports on each of these energy industries outline (1) recent technological advances, (2) the output and productivity outlook, (3) investment in the industry including capital expenditure and research and development programs, and (4) employment and occupational trends and the adjustment of workers to technological change. The first report discusses environmental and health concerns which have led to a decline in productivity and employment in the coal industry. The need for new oil and gas sources and for more professional and technical workers is covered in the next report on oil and gas extraction refining. Predictions for declines in employment and output in petroleum refining and petroleum pipeline transportation are made in the third and fourth reports. Increasing productivity and employment and changing occupational requirements for electric and gas utilities are outlined in the final report. (MN).

### ED 193 509 CE 026 975

**A Guide to Task Analysis for Competency Based Education. Trade and Technical Programs. Task Linkage Project Publication No. 2.**
Georgia State Univ. Atlanta. School of Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC10 Plus Postage**
Descriptors—*Competency Based Education, *Curriculum Development, *Job Skills, *Occupational Information, *Trade and Industrial Education, Building Trades, Competence, Cosmetology, Drafting, Electrical Occupations, Food Service Occupations, Graphic Arts, Job Analysis, Metal Working, Postsecondary Education, Program Development, Secondary Education, Transportation

Developed through synthesis and review of existing task analysis literature, this guide lists tasks expected to be performed by workers in nine trade and industrial occupations and presents information for incorporating these tasks into articulated secondary and postsecondary competency based vocational education programs. Task listings are presented for the following occupational clusters: building construction, cosmetology, drafting occupations, electro-mechanical occupations, electronics, food service occupations, graphic arts, metal working occupations, and transportation. Tasks are listed by suggested instructional sequence with various program exit points noted by job title. An introduction and five appendixes discuss using these task lists for program development. The appendixes cover the following topics: an overview of competency based education; the relationship of duties, tasks, performance objectives, and criterion referenced measures; understanding duties, tasks, and procedural steps in competency based instruction; completers, leavers, and the concept of multiple career options (discussion of organizing a curriculum which allows students to take only a portion of an instructional sequence and still be a program completer by federal guidelines) and a model for curriculum organization. A bibliography follows. (MN).

**ED 193 510** **CE 026 976**

*Allen, Kenneth R. Caron, Susan*

**A Guide to Task Analysis for Competency Based Education. Business and Office Education. Task Linkage Project Publication No. 3.**

Georgia State Univ. Atlanta. School of Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Business Education, *Competency Based Education, *Curriculum Development, *Job Skills, *Occupational Information, *Office Occupations Education, Accounting, Business Skills, Clerical Occupations, Competence, Data Processing Occupations, Job Analysis, Office Occupations, Postsecondary Education, Program Development, Secondary Education

Developed through synthesis and review of existing task analysis literature, this guide lists tasks expected to be performed by workers in four business and office occupations and presents information for incorporating these tasks into secondary and postsecondary competency based educational programs. Task listings are presented for the following occupations: accounting, clerical occupations, data processing, and secretarial occupations. Tasks are listed by suggested instructional sequence with various program exit points noted by job title. A brief introduction and five appendixes deal with using these task lists in program development. The appendixes cover the following topics: an overview of competency based education; the relationship of duties, tasks, performance objectives, and criterion referenced measures; understanding duties, tasks, and procedural steps in competency based instruction; completers, leavers, and the concept of multiple career options (discussion of organizing a curriculum which allows students to take only a portion of an instructional sequence and still be a program completer by federal guidelines); and a model for curriculum organization. A brief bibliography follows. (MN).

**ED 193 511** **CE 026 977**

**A Guide to Task Analysis for Competency Based Education. Health Occupations. Task Linkage Project Publication No. 4.**

Georgia State Univ. Atlanta. School of Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC07 Plus Postage**

Descriptors—*Allied Health Occupations Education, *Competency Based Education, *Curriculum Development, *Health Occupations, *Job Skills, Competence, Dental Assistants, Dental Technicians, Job Analysis, Medical Assistants, Medical Technologists, Postsecondary Education, Practical Nurses, Program Development, Radiologic Technologists, Secondary Education, Secretaries, Surgical Technicians, Vocational Education

Identifiers—Emergency Medical Technicians

Developed through synthesis and review of existing task analysis literature, this guide lists tasks expected to be performed by workers in ten health occupations and presents information for incorporating these tasks into articulated secondary and postsecondary competency based educational programs. Task listings are presented for the following occupations: dental assistant, dental laboratory technician, emergency medical technician, medical assistant, medical laboratory technician, medical secretary, operating room technician, practical nurse, respiratory therapy technician, and x-ray technologist. An introduction and five appendixes discuss using these task lists in program development. Tasks are listed by suggested instructional sequence with various program exit points noted by job title. The appendixes cover the following topics: an overview of competency based education; the relationship of duties, tasks, performance objectives, and criterion referenced measures; understanding duties, tasks, and procedural steps in competency based instruction; completers, leavers, and the concept of multiple career options (discussion of organizing a curriculum which allows students to take only a portion of an instructional sequence and still be a program completer by federal guidelines); and a model for curriculum organization. A bibliography follows. (MN).

**ED 193 512** **CE 026 978**

**Handbook of Occupational Programs. Task Linkage Project Publication No. 1.**

Georgia State Univ. Atlanta. School of Education

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC05 Plus Postage**

Descriptors—*Occupational Clusters, *Occupational Information, *Program Design, *State Programs, *Vocational Education, Agricultural Education, Allied Health Occupations Education, Business Education, Occupational Home Economics, Postsecondary Education, Secondary Education, Trade and Industrial Education

Identifiers—Georgia

To demonstrate the continuity between secondary and postsecondary occupational programs and the link between them and industrial manpower roles, this handbook cross references Georgia occupational educational programs and related job titles. Nineteen occupational clusters included in secondary schools are covered: agricultural power and mechanics; auto body repair; building construction; business and office occupations; conservation, recreation, and wildlife occupations; cosmetology; drafting occupations; electro-mechanical occupations and electronics; food service occupations; forestry; graphic arts; health occupations; marketing and distribution; metal working; occupational home economics; ornamental horticulture; transportation; and vocational agriculture. Each section charts postsecondary specialized skill areas linked to these clusters as well as job titles and corresponding Dictionary of Occupational Titles (DOT) code numbers. Job titles are then defined in pages following the charts. Additional specialized programs taught in only a few locations are listed. (Also available are guides containing task lists for use in competency based education in trade and industrial occupations, business and office education, and health occupations—see note. ) (MN).

**ED 193 514** **CE 026 996**

*Evans, Rupert N. And Others*

**Identification and Validation of Criteria Used for Determining the Best Training Setting for Persons with Handicaps. Final Report.**

Illinois Univ. Urbana. Coll. of Education

Spons Agency—Illinois State Board of Education, Springfield. Illinois State Bureau of Educational Research, Urbana

Pub Date—80

Contract—R-31-20-X-0275-164

Note—260p.; Appendix materials will not reproduce well due to small print. For a related document see ED 187 902

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC11 Plus Postage**

Descriptors—*Criteria, *Disabilities, *Job Training, *Student Placement, *Vocational Education, Adult Vocational Education, Educational Research, Employee Attitudes, Job Skills, Literature Reviews, On the Job Training, Postsecondary Education, Secondary Education, Site Selection, Skill Development

This document presents the final report of a study of the best ways to serve persons with handicaps in preparation for work. Chapter 1 provides background and identification of research questions and the research hypothesis to be tested. It outlines major tasks of the study: (1) identify criteria used by training authorities to select the training setting for handicapped persons, (2) gain opinions of 'impaired' workers as to where their job competencies were best developed, and (3) identify criteria which advocates presumed should be used when selecting training settings. The second chapter reviews literature addressing barriers that hinder the training of persons with handicaps, roles of persons with handicaps in contemporary society, and an in-depth discussion of the criteria assessed in this study. Chapter 3 is divided into five sections describing methods and procedures used in each of the three sub-studies (authority, worker, advocate), quality controls imposed, and statistical procedures. Chapter 4 reports findings that indicated that most of the revised criteria were considered to have been used or should have been used in selection of training settings. Chapter 5 provides summary, conclusions, and recommendations for future research. Appendixes, amounting to approximately one-half of the report, include the questionnaires and procedural guides. (YLB).

**ED 193 526** **CE 027 089**

*Doty, Charles R. And Others*

**Review and Synthesis of Research and Development in Technical Education. Information Series No. 206.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—134p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($8.25)

Pub Type—Information analyses/State-of-the-Art Materials (070). Information Analyses/State-of-the-Art Materials—ERIC Products (071)

**EDRS Price—MF01/PC06 Plus Postage**

Descriptors—*Curriculum Development, *Educational Research, *Program Administration, *Staff Development, *Student Needs, *Technical Education, Curriculum Evaluation, Educational Resources, Information Sources, Personnel Evaluation, Program Development, Program Evaluation, Research Needs, Research Reports, Student Characteristics

Identifiers—Information Analysis

This review of technical education research and development examines the literature, highlights the applications of research and development, and establishes priorities for future research and development. It is also designed to provide relevant information on definitions and sources pertaining to technical education so that the novice in the field can obtain a broad overview and perspective. Intended for both practitioners and researchers, the review serves as an aid for identifying people, sources, and information. It also provides an overview that is helpful in appraising the current state of the research, identifying trends, and planning research. Significant research from 1968 through 1978 is included. The following areas (with sample sub-areas) are included: program administration—planning, management, evaluation (articulation, accreditation, decision systems, manpower supply, perceptions toward technical education, evaluation, self-study); curriculum development and implementation (computer instruction, task analysis, curriculum planning and change, technological literacy, humanities curricula, mathematics curriculum, performance-based instruction, individualized instruction); student needs and characteristics (enrollments, attrition, mobility, follow-up studies, needs assessment, handicapped students); staff—selection, development, and evaluation (teacher education, credentialing, administrator staffing needs, retired technicians); and research procedures and practices (job selection patterns, research priorities, military research, research matrix). A list of references is appended. (CT).

**ED 193 527** **CE 027 090**

*Mitchell, Anita*

**Measuring Career Education Objectives: Current Status and Future Directions. Information Series No. 207.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—36p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.80)

Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Career Education, *Community Programs, *Educational Objectives, *Measurement, *Program Development, *State Programs, Basic Skills, Behavioral Objectives, Career Awareness, Competence, Decision Making Skills, Employment Opportunities, Federal Legislation, Interpersonal Competence, Job Placement, Job Skills, Program Evaluation, Self Concept

Identifiers—Education Amendments 1974, Information Analysis, Office of Career Education, United States

This paper explores the issue of establishing and evaluating objectives for local career education programs. It presents a perspective on the state of the art based on reviews of the literature. Although it is addressed principally to local program developers and managers, the paper is also aimed at state career education coordinators. After a discussion of career education objectives and legislation that have affected both state and local career education programs, the ten learner goals established by the United States Office of Career Education are examined at length. These are (1) competence in basic skills; (2) good work habits; (3) personally meaningful work habits; (4) career decision-making skills; (5) occupational and interpersonal skills; (6) understanding self and educational/vocational opportunities; (7) awareness of continuing and recurrent education; (8) consistence of placement with career decisions; (9) seeking meaning through work and leisure; and (10) awareness of methods of expanding career options. For each goal current status of research and evaluation is discussed and future needs are suggested. Recommendations are made, such as the need for increasing the quality of evaluation designs and measurement instruments. (CT).

**ED 193 528** **CE 027 091**

*Kasworm, Carol*

**Competency-Based Adult Education: A Challenge of the 80s. Information Series No. 208.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—61p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($3.80)

Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Information analyses/State-of-the-Art Materials (070)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Adult Education, *Competency Based Education, *Educational Research, *Educational Resources, *Program Administration, *Program Design, Adult Basic Education, High School Equivalency Programs, Learning Activities, Models, Nontraditional Education, Program Development, State of the Art Reviews, Teaching Methods

Identifiers—Information Analysis

This paper is a descriptive presentation of the state-of-the-art of competency-based adult education (CBAE). Readers are provided first with a brief history of the development of the concept and are presented with basic terminology. Then, because CBAE is multidimensional, varied notions of functional adult education are discussed and major strands of diversified program and instructional processes are described. In addition, administrative perspectives and current research issues are presented. The paper provides background for understanding the current status and direction of several CBAE programs. It reflects the current base of limited written resources and the supplementing of discussions with personal communication. It presents an overview of the nature of CBAE, the foundations of a CBAE process, the scope of CBAE systems, teaching/learning strategies, administrative trends and issues, and the current state of the research in this area. Tables illustrate (1) APL model of functional competency, examples of tasks, and (2) five-state comparison of adult alternative programs. Appended materials include a list of potential resources concerning programs, bibliographies and product listings, and suggested readings. (CT).

**ED 193 529** **CE 027 092**

*Hiemstra, Roger*

**Preparing Human Service Practitioners to Teach Older Adults. Information Series No. 209.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—66p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($4.50)

Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Adult Educators, *Educational History, *Educational Research, *Learning Problems, *Older Adults, *Teaching Methods, Educational Theories, Learning Processes, Literature Reviews, Needs Assessment, Program Design, Program Implementation

This paper overviews existing research on how one teaches the older person. It is aimed at the many persons who work with older adults, regardless of whether they are trained to teach older adults. Suggestions are outlined for the design and implementation of effective education for older persons. Several areas that are examined are (1) the history of adult learning (includes models, stages, and theories; memory and intellect; and learning needs and obstacles); (2) the adult education instructor (includes the teacher as facilitator; the teaching/learning process; and self-directed learning); (3) techniques of altering traditional modes of dispensing information and developing personal instructor approaches and styles (discusses interference, hesitancy, speed and pacing, and organizational and associational abilities); and (4) the need for further research. Appended materials contain some anecdotal experiences related to working with older adults and a list of relevant resources such as periodicals, professional associations, political groups, and professional training opportunities. (CT).

**ED 193 530** **CE 027 093**

*Stanley, Elizabeth*

**Credit for Prior or Experiential Learning. Information Series No. 210.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—68p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($4.50)

Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Adult Students, *College Credits, *Equivalency Tests, *Experiential Learning, *Nontraditional Education, *Prior Learning, Credit Courses, Degree Requirements, Faculty Development, Postsecondary Education, Program Evaluation, Self Evaluation Individuals

Identifiers—Canada, Information Analysis, United States

This paper focuses on the activities of colleges and universities providing options for the assessment of prior learning for adult students. The paper emphasizes programs with associate and baccalaureate degree-granting institutions in the United States and Canada. It is aimed at faculty members, practitioners, administrators, and policymakers, as well as agency or legislative personnel interested in this growing aspect of postsecondary education. An attempt is made to provide sufficient detail to answer questions most often asked by these audiences concerning the adoption of a policy on credit for prior learning and to suggest appropriate resources for further study. The practice of awarding credit for prior learning is traced in the first section. In the second, various approaches to assessing prior learning are surveyed; included in this section is information about credit by examination, credit recommendations for noncollegiate courses, individualized assessment (study orientation, portfolio preparation, measurement and evaluation of learning outcomes, transcription or recording of credit awarded, and other institutional policies), evaluators and faculty development, special interest areas, and costs and fees. The third section discusses quality assurance and program evaluation. The last section examines future directions and implications. Information about credit-for-prior-learning publications is included in the appendixes. (CT).

**ED 193 531** **CE 027 094**

*Raymond, Carolyn D.*

**Career Education Infusion: A Review of Selected Curriculum Guides for the Middle School. Information Series No. 211.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—48p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($3.25)

Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Reports—Research/Technical (143)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Career Education, *Curriculum Guides, *Fused Curriculum, *Junior High Schools, *Middle Schools, *Outcomes of Education, Career Development, Curriculum Development, Definitions, Learning Activities, Program Development, Program Evaluation

Identifiers—Information Analysis

A study is reported which examines the concept of career education infusion as it has been presented in selected curriculum guides, particularly those developed for the middle school and junior high school levels. The report, presented in the form of questions and answers, is written primarily for curriculum developers responsible for planning and implementing career education. It attempts to define the term "infusion" and establish criteria for determining if infusion is being facilitated by the curriculum guides. A second area explored is the relationship between student outcomes in the guides and a comprehensive definition of career education. A third area examined is the concern that implementation of career education at times may not be taking the career development stages of students into account; the report briefly examines the congruence of the outcomes and activities in the guides with appropriate theoretical career development stages. The fourth and final part of the report focuses on whether or not the major instructional components for evaluating the effectiveness of an outcome or activity are included in the guides. (CT).

**ED 193 532** **CE 027 095**

*Pucel, David*

**Review and Synthesis of Criteria Useful for the Selection and Admission of Vocational Students. Information Series No. 212.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National

Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0122
Note—40p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.80)
Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Admission School, *Admission Criteria, *Affirmative Action, *Educational Policy, *Selective Admission, *Vocational Education, Disabilities, Disadvantaged, Enrollment Influences, Open Enrollment, Prediction, Program Evaluation, Racial Bias, Sex Bias, Success
Identifiers—Information Analysis

With the recent increase in the number of students wishing to enter vocational programs and the increased pressure on accountability and efficiency, vocational educators need to reexamine their policies regarding the selection and admission of students. Several considerations that complicate these decisions are (1) open-door policies that exist in some states; (2) selection of students on the basis of their potential for employment in a training-related occupation; (3) varying philosophies of selection and admission; (4) scarcity of studies in this area since 1972; and (5) the effect affirmative action laws have had on policies and testing. Among main topics discussed are basic strategies underlying studies to identify selection and admission criteria and a review of the literature of prediction studies and classification studies. Results of the literature review are mixed, depending upon whether one is speaking of predictive studies or classification studies. But there appears to be promise for predicting success by using information classification methodologies. Before using the conclusions of past research in developing future policies, though, it is important to remember that much of the research of the past was done before affirmative action legislation raised the issues of sex bias, race bias, or representation of the handicapped and disadvantaged. (CT).

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**ED 193 533** **CE 027 096**

*Berns, Robert G. And Others*
**Marketing and Distributive Education: Review and Synthesis of the Research, 1969-1978. Third Edition. Information Series No. 213.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0122
Note—140p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($8.25)
Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Information analyses/State-of-the-Art Materials (070)
**EDRS Price—MF01/PC06 Plus Postage**
Descriptors—*Curriculum, *Distributive Education, *Educational Objectives, *Educational Research, *Marketing, *Student Characteristics, Curriculum Evaluation, Educational Administration, Educational Philosophy, Employment Opportunities, Human Resources, Models, Program Design, Program Evaluation, School Counseling, Teacher Education, Teaching Methods
Identifiers—Information Analysis

This third edition of a report updates important developments in marketing and distributive education research. Most research studies discussed are from 1968-1978, but several 1979 and 1980 studies are also included. The studies are grouped under the ten main topic areas as follow: philosophy and objectives (historical research, goals and objectives, issues and trends, evaluative criteria); human resource and employment opportunities; learner characteristics (characteristics of high school learners and graduates, postsecondary learners, adult learners, and disadvantaged learners); curriculum (competency identification models, analysis of marketing occupations, middle management retail occupations, postsecondary curriculum research, curricula designed to meet special needs); program design models (non-pay cooperative instruction model, cross-cultural model, simulation model, multipurpose model, cooperative midmanagement model); instruction (project method, cooperative method, training plans, classroom techniques, competency-based instruction, student organization, facilities); guidance and counseling; teacher education (recruitment and admission, preservice teacher candidate personality types, desired behaviors and characteristics of teacher coordinators, inservice teacher education studies); administration and supervision; and evaluation (studies involving measurement of student success, attitudes of students and teachers, program characteristics related to student success, studies involving personal judgment). A summary and analysis of the research and references are also included. (CT).

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**ED 193 534** **CE 027 097**

*Weisel, Laura Peltz*
**Adult Learning Problems: Insights, Instruction, and Implications. Information Series No. 214.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0122
Note—65p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($3.50)
Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Information analyses/State-of-the-Art Materials (070). Guides/Methods/Techniques—Non-Classroom Use (055)
**EDRS Price—MF01/PC03 Plus Postage**
Descriptors—*Adult Learning, *Adult Students, *Educational Diagnosis, *Learning Problems, *Learning Theories, *Student Characteristics, Adult Educators, Educational Strategies, Information Processing, Learning Disabilities, Nontraditional Education, Program Design, Program Development, Teaching Methods
Identifiers—Information Analysis

This paper attempts to provide information in response to the needs of educators of adults with learning problems. For the adult education teacher, information is offered on the nature of learning, information processing, problems that can be diagnosed, and strategies suitable for adults with learning problems. For the administrator, focus is directed toward programmatic implications and services for adults with learning problems. The first of four sections examines learning problems and provides observable characteristics of adults with learning problems, insight into how the brain functions, how information is processed, and some reasons learning problems exist. The second section looks at diagnosis of adult learning problems, including the purposes of a diagnosis and seven steps in the diagnostic procedure. Section 3 offers strategies for application of diagnosis to instruction. The discussion includes how learning problems affect teaching, remediation versus compensation, general learning strategies, and specific instructional strategies for specific learning problems. The final section provides recommendations for program planning and design by offering educational alternatives which incorporate the present knowledge of adult learning problems. (CT).

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**ED 193 535** **CE 027 098**

*Farmer, Marjorie*
**Career Education and the Teaching of English. Information Series No. 215.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0122
Note—43p

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.80)
Pub Type—Information Analyses/State-of-the-Art Materials—ERIC Products (071). Reference Materials—Bibliographies (131). Guides/Methods/Techniques—Non-Classroom Use (055)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Career Awareness, *Career Development, *Career Education, *Career Exploration, *English, *Language Arts, Career Planning, Definitions, Delivery Systems, Educational Resources, Employment Opportunities, English Second Language, Language Handicaps, Nonstandard Dialects
Identifiers—Information Analysis

This paper provides a framework for understanding the relationship between career education and the English language arts and suggests resources which describe specific educational approaches. The major areas which are discussed include career education, English language arts, the role of language arts in career education, career development strategies which are appropriate for various stages of the career development process, careers in language arts, and the special needs of linguistically diverse students, i.e. speakers of non-standard English, students for whom English is a second language, and language-handicapped students. The paper attempts to clarify the definition of career education, define the relationship between career education and the language arts, and develop strategies for delivering career education at various educational levels. The paper serves as a resource for teachers of English and related fields, educational administrators at all levels, school board members, university trustees, students and their parents, educational publishers, librarians, the communications media, government officials, employers, and other persons having an interest in career education as an aspect of the teaching of English. (CT).

**ED 193 536** **CE 027 099**

*Gillespie, Wilma Redford, Jeanette*
**Health Occupations Education: A Review of the Literature. Information Series No. 216.**
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0122
Note—196p
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($11.00)
Pub Type—Information analyses/State-of-the-Art Materials (070). Information Analyses/State-of-the-Art Materials—ERIC Products (071)
**EDRS Price—MF01/PC08 Plus Postage**
Descriptors—*Allied Health Occupations Education, *Curriculum Development, *Educational Philosophy, *Instructional Materials, *Learning Processes, *Professional Continuing Education, *Program Development, Career Education, Evaluation, Human Resources, Program Administration, Student Interests
Identifiers—Information Analysis

This review and synthesis of health occupations education is aimed at those who plan, implement, and evaluate health occupations education; those who seek clarification on the issues in this area; those who wish to identify research topics or plan replication studies; and those who seek information on curriculum development, materials, and methods. The first section, philosophy, discusses organizational change and health care systems. The second section, human resources, covers aspects of data collection, and internal and external forces that affect the problem. Section 3, program planning and administration, examines the use of surveys in obtaining data and performance of compentencies. Section 4, curriculum development, includes task analysis, objectives, and examples of curriculum guides. Section 5, curriculum materials, discusses sources of materials and printed and audiovisual materials. Section 6, the learning process and strategies, covers unique learners and specific strategies. Section 7, continuing teacher education, examines the need for continuing education and the role of professional organizations. Section 8, evaluation, includes formative assessments and summative evaluation. Section 9, student services, discusses student characteristics and admissions. Section 10, career education, covers career awareness and exploration. Finally, section 11 discusses observations and recommendations concerning organizational change, role recognition and legitimation, and program development. (CT).

**ED 193 537** **CE 027 103**

*Cheney-Stern, Marilyn Evans, Rupert N.*
**Effects of Continuity on the Impact of Vocational Education Research.**
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education
Pub Date—79
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Educational Research, *Evaluation, *Outcomes of Education, *Technology Transfer, *Vocational Education, Research Projects, Research Utilization
Identifiers—Continuity, Impact

Continuity is one of the great facilitators of educational impact—measurable phenomena of positive or negative value which follow the completion of a project or program. It is assumed that continuity in educational research leads to accumulations of (1) research skills, (2) knowledge about previous related research, (3) contacts with like-minded researchers, and (4) data sources. It is further assumed that such accumulations increase the probability that the researcher-produced knowledge will be useful, the researcher will disseminate results, and results will have impact on (modify) educational practice. Accumulations have not come about in vocational education research because of lack of continuity (a succession of research projects which form a coherent whole). Research projects are more likely to have impact if there is continuity of effort on the part of the researcher, continuity of goals and funding on the part of organizations which fund research, continuity of successful research results reported to consumers, and continuity of evaluations. It is further recommended that there be continuity in impact specifications. That is, the format for specifying actual impacts should reflect the format for specifying intended impacts. (YLB).

**ED 193 538** **CE 027 118**

*Valentine, Ivan E. And Others*
**Role Clarification and Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Directors of Comprehensive High Schools in Colorado. Final Report.**
Colorado State Univ. Ft. Collins. Dept. of Vocational Education
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date—80
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC05 Plus Postage**
Descriptors—*Administrator Responsibility, *Administrator Role, *Job Analysis, *School Districts, *Secondary Education, *Vocational Directors, Administrator Attitudes, Administrator Qualifications, Attitude Measures, High Schools, Occupational Information, Questionnaires, Supervisors, Surveys, Vocational Education
Identifiers—Colorado

A study was conducted to determine the tasks and responsibilities of a local vocational director at the secondary school district level in Colorado. Its objective was to determine the perceptions of local directors of secondary school districts in Colorado and their immediate supervisors' perceptions of the administrative tasks and responsibilities that should be held by the local director. A second objective was to develop a position guide (position specifications and personal qualifications) for the local director of secondary school districts. Designed to describe what the role of the local director should be, the survey instrument consisted of 203 tasks and used a Likert-type scale with five ratings. Use of the Delphi technique required three rounds of questioning of the population—twenty credentialed, reimbursed local directors and their immediate supervisors in secondary schools in Colorado. In summarizing the views of the local directors, it was found that 167 tasks (82%) had strong agreement (67% or more of the population said it was a task). The summary of the views of supervisors showed that 177 tasks (92%) had strong agreement. There was strong agreement by both subpopulations concerning the administrative tasks a local director should perform. In addition, there was substantial agreement within broad responsibility modes as to the mode the local director should use in performance of the task. It was concluded that a position guide could be developed from the data. (Questionnaires from the three rounds are appended. ) (YLB).

**ED 194 695** CE 025 809

**Improvement of Postsecondary Vocational Funding—The Present and the Alternatives. Technical Report for Postsecondary Funding Committee.**

Colorado State Board for Community Colleges and Occupational Education, Denver

Spons Agency—Colorado Council of Local Administrators, Denver

Pub Date—80

Contract—RCU-78R-03

Note—165p. ; Not available in paper copy due to colored paper

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Educational Finance, *Finance Reform, *Financial Support, *Full Time Equivalency, *Postsecondary Education, *Vocational Education, Educational Research, Expenditures, Federal Aid, Reports, State Aid, State Federal Aid, State Surveys

Identifiers—Colorado

A two-year informational study was conducted to determine characteristics of the present full-time equivalent (FTE) system of funding in the state of Colorado. Its objectives were (1) to analyze flow of state and federal dollars to the program level within the four delivery systems of postsecondary vocational education, (2) to analyze total institutional dollar flow by obtaining fiscal data on sources of revenue and expenditures from general studies and occupational studies, (3) to revise and improve the fiscal reporting form presently in use in relation to postsecondary vocational education, (4) to provide accurate and manageable fiscal data to local decision makers through a revised financial management form, and (5) to develop recommendations concerning improvements and alternatives in funding systems and reporting procedures. It was concluded that there is no organized way of accurately reporting postsecondary vocational information. The largest single problem with the research instrument was lack of identification of equipment costs. General studies information was useful as general reference but not for identification of trends. Definition of educational terms varied considerably between institutions. Differences between institutions' governance and funding were not conducive to comparison. (Extensive appendixes include the survey instrument, data charts, bibliography, and glossary. ) (YLB).

**ED 194 702** CE [illegible]26 464

*Elias, John E. Dyrenfurth, Michael J.*

**Program Evaluation Model for Local Education Agencies. Final Report.**

Missouri Univ. Columbia. Dept. of Practical Arts and Vocational-Technical Education

Spons Agency—Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education

Pub Date—79

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC10 Plus Postage**

Descriptors—*Evaluation Criteria, *Evaluation Methods, *Models, *Program Evaluation, *Vocational Education, Evaluation Needs, Needs Assessment, Program Effectiveness, Questionnaires, School Districts, Secondary Education, Standards

Identifiers—Missouri

A project was conducted to develop a model for evaluating local vocational education programs in Missouri. Concerns of the project were formation of evaluation criteria, development of standard statements and indicators to operationalize the system, and securement of expert consensus on the criteria and standards. A Project Advisory Committee conducted a literature search to find evaluative criteria and standards. These were reviewed and adapted for use in Missouri. A Delphi technique was utilized in three rounds of mailed questionnaires to obtain the perceived importance of the standards and categories by a group of 33 vocational educators. Project staff identified five operational components characterizing successful vocational programs (needs assessment, input, process, output, and product). Literature review findings and advisory committee input resulted in the identification of 11 major categories of evaluative criteria. Delphi respondent input led to the incorporation of 82 standards into the model. While project participants found the evaluation system sound and realistic, they identified the need for standardized terminology, enforcement capabilities, and modification of accounting and reporting systems. Recommendations call for pilot testing and staff training. Appendixes constituting 90 percent of the report contain project procedures, a bibliography, glossary, and participant response summaries. (MN).

**ED 194 705** CE 026 481

*Best, Gregory C. And Others*

**The Problems of the Adult Learner: A Handbook for Teachers.**

William Rainey Harper Coll. Palatine, Ill

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education. Office of Education (DHEW), Washington, D.C.

Pub Date—77

Available from—Curriculum Publications Clearinghouse, Horrabin Hall, Room 46, Western Illinois University, Macomb, IL 61455 ($1.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Adult Basic Education, *Adult Learning, *Classroom Techniques, *Diagnostic Teaching, *Learning Disabilities, *Learning Problems, Adult Students, Compensatory Education, Educational Diagnosis, English Second Language, Handicap Identification, Language Arts, Mathematics, Older Adults, Reading Comprehension, Teaching Methods, Young Adults

This handbook on the adult learner and adult learning problems or disabilities is designed to serve as a practical tool for the Adult Basic Education instructor. It is divided into two main sections. Section 1 contains information concerning the nature of the adult learner. The first part deals with general characteristics of the adult learner and is followed by discussions on older adult learners, younger adult learners, and English as a Second Language adult learners. Each of these four parts of section 1 includes an introduction followed by a list of implications for the instructor. Section 2 addresses specific learning problems or disabilities that adult learners may exhibit and proposes various compensatory techniques for the instructor to try. Following definition of learning disabilities and discussion of causes are included visual and auditory behavioral checklists (language arts and math) for student identification along with compensatory tactics. For each general or specific behavior teaching strategies are suggested. Reading comprehension is treated separately. Appendixes include a list of teaching materials and tests and a list of agencies rendering diagnostic and remedial services. Listings of annotated references are found at the end of section 1 and the end of the handbook. (YLB).

**ED 194 710** CE 026 694

*Jelden, David L.*

**The Microcomputer as an Interactive Instruction System in the Classroom.**

University of Northern Colorado, Greeley

Pub Date—80

Pub Type—Reports—Evaluative/Feasibility (142)

**EDRS Price—MF01/PC10 Plus Postage**

Descriptors—*Computer Assisted Instruction, *Microcomputers, *Programed Instructional Materials, *Program Effectiveness, *Student Attitudes, Classroom Techniques, Computer Programs, Course Descriptions, Data Collection, Definitions, Educational Technology, Electronics, Feasibility Studies, Guidelines, Higher Education, Industrial Arts, Methods Research, Models, Program Evaluation, Student Characteristics, Teaching Methods, Vocational Education

Identifiers—Altair System

A study was conducted from March 1976 through June 1980 on the application and feasibility of a computer micro-system as an interactive tutorial instructional tool in a self-contained classroom. Literature on computer assisted instruction (CAI), hardware, and software was examined. Individualized CAI materials for industrial arts and technology electronics were generated. An instructional model and guidelines for its use were developed. Microprocessor system instructional effectiveness and human factors associated with its classroom use were examined. Findings include the following: (1) CAI program generation is possible only if instructors develop instructional units which stand alone yet interrelate with each other; (2) instructors must consider individual student differences and use student feedback extensively; (3) computers purchased for CAI use should be standard, meet certain minimum capacity requirements, and have readily available maintenance services; (4) most students found CAI as good or better than other media in teaching concepts and skills, felt CAI helped them better meet course objectives, and found lessons readable and easily understood; (5) CAI lessons showed a positive correlation to student grades. Findings affirm CAI feasibility. Investigation of microcomputers for simulation purposes or for use by the handicapped are recommended. (A 100-page appendix contains CAI sample "coursewriter," computer programs, evaluation forms, course outlines, a pretest, list of microcomputer suppliers by product/system, and a bibliography.) (MN).

**ED 194 712** CE 026 803

*Loiacono, Ronald And Others*

**Implementation of a Carpentry and Building Maintenance Curriculum within a Special Education Setting. Final Report 1979-80.**

Cooperative Educational Services, Norwalk, Conn

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Pub Date—80

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Buildings, *Carpenters, *Educationally Disadvantaged, *Learning Disabilities, *Maintenance, *Vocational Education, Adolescents, Curriculum Development, Disabilities, Job Skills, Nontraditional Education, Pretests Posttests, Program Implementation, Secondary Education, Student Attitudes, Trade and Industrial Education

Identifiers—Connecticut, Cooperative Alternative Education Center CN

The Cooperative Alternative Education Center (CAEC) in Connecticut developed a building maintenance and carpentry vocational education program for adolescent special needs students with extreme learning, emotional, and social difficulties. Thirty-four students enrolled in the program, with a student-teacher ratio of 8:1, and classes met five times a week for forty minutes for an academic year. The curriculum was designed to teach skills such as safety, measurement, wood types, use of power and hand tools; design and construction of projects; general housekeeping; sanitation; building and grounds maintenance; management of equipment; and business and job interview skills. Evaluation of the project was based on pre- and posttests and student surveys. The evaluation addressed three central issues: (1) students' development of vocational skills; (2) students' development of generally more positive attitudes; and (3) students' development of general academic skills. According to the paper and pencil tests, students' academic skills and attitudes did not improve. The students in the CAEC program did exhibit significant gains in vocational skill development, however; and though general indicators showed no attitudinal change, students exhibited positive attitudes toward the vocational training they received. (KC).

**ED 194 713** CE 026 807

**The Development of Occupational Task Structures and Training-Time Standards for Cooperative Vocational Education. Final Report.**

Metis Associates, Inc. New York, N.Y.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Pub Date—80

Contract—PS-79-1908

Note—218p

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC09 Plus Postage**

Descriptors—*Cooperative Education, *Food Service Occupations, *Job Analysis, *Job Skills, *Time Factors Learning, Secondary Education, Trade and Industrial Education, Training Methods

Two problems encountered in cooperative vocational education programs concern the scope and the rate of employer-provided training. A project was conducted to enable teacher-coordinators to more effectively evaluate and help to improve the training provided by employers by developing two management tools: occupational task structures and training-time standards, specifically for food service occupations. Development of task structures involved six steps: needs analysis; a review of existing task analyses and competency-based materials; selection of occupations; format development; task inventory construction; and content validation. Task structures were developed for occupations of cook/chef; waiter/waitress; kitchen helper; short-order cook; and counterperson. Training-time standards were developed through a process of selecting the most appropriate method for deriving individual estimates of times, developing individual estimates, and developing training-time standards through a consensus of the subject-area experts involved in the process. (Task structures and training-time standards for the five food service occupations, along with a field test for them, are attached to the report.) (KC).

**ED 194 714** CE 026 812

*Madoff, Marjorie Genova, William*

**Measuring and Improving School Climate. Final Report.**

TDR Associates, Inc. Newton, Mass

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Pub Date—80

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Educational Environment, *School Attitudes, *Vocational Education, Attitude Change, Attitude Measures, Needs Assessment, School Surveys, Secondary Education, Student Attitudes, Teacher Attitudes

A school climate project was initiated in three vocational training schools in Connecticut. Within each of the schools, a school climate team was established with eight-twelve representative administrator, teacher, student, and parent members. This team, with the support of on-going training, conducted a survey of approximately 400 students and the entire school staff in each school using previously developed school climate questionnaires. The team then interpreted the survey results and developed school climate improvement plans based on these data. The three schools are at different stages of the planning effort at present. The school which has progressed the fastest has two sets of plans, one for improving student climate and a second for improving staff climate; and the implementation of some short-term plans has begun. All three schools have decided to continue planning and action phases next fall. Some issues common to these vocational schools have been identified. The completed improvement plans and the capacity to solve school problems by working together in this representative team mode for continued planning were evident outcomes. Appendixes contain school climate definitions and variables, school climate questionnaire, questionnaire profiles, and school climate improvement plans. (Author/KC).

**ED 194 715** CE 026 818

*Schaefer, Larry And Others*

**Vocational Exploration and Skill Building in Marine and Related Occupations. Final Report, 1979-1980.**

Area Cooperative Educational Services, New Haven, Conn

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Pub Date—80

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Building Trades, *Disabilities, *Disadvantaged Youth, *Job Skills, *Trade and Industrial Education, Career Exploration, High Schools, High School Students, Mechanical Skills, Repair

Identifiers—Boats, Connecticut (New Haven)

The first year of a project to train high school aged handicapped and/or disadvantaged youth for employment in marine and related trades was considered successful. Specific areas of training included motor mechanics, electrical, woodworking, refinishing, restoration, fiberglass work, and blueprint reading under the direction of skilled practitioners/instructors. The project also sought to develop related academic skills in mathematics and reading; employability skills in finding, getting, and keeping a job; and decision-making skills. Hands-on activities in real and simulated situations formed the core of the instructional process. Counseling support services were provided to facilitate placement in a marine maintenance or related job. Assessment of student progress in the first year showed that: (1) 100 percent of the students completing their program have been placed in a job or continued training/education in marine or a related field; (2) 90 percent of the students showed increased positive work attitudes; (3) 90 percent of the students showed 50 percent or better skill level increase in boat building. Recommendations for the second year of the project include the need to structure classes for the severity of handicapping conditions, varying skill level abilities, and interest of students; and the need to find or develop appropriate assessment instruments. (Author/KC).

**ED 194 716** CE 026 819

**A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions, Year Two. Final Report.**

Norwich Regional Vocational Technical School, Conn
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
Pub Date—80
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Business Administration, *Business Education, *Program Effectiveness. Business Skills, Course Content, High Schools, High School Seniors, Pretests Posttests
Identifiers—Small Businesses

Responding to a Small Business Administration statement that technical school graduates lack knowledge of business principles, the Norwich (Connecticut) Regional Vocational Technical School conducted a course in small business ownership/management for all of its seniors. The required course, a fifty-four-hour module, replaced one English, mathematics, and social studies class per week. The course focused on general educational skills which develop management skills. In addition, students had an opportunity to develop skills in problem solving, decision making, and management resources through simulated job experiences. Topics covered included choosing a small business; reason for business success and/or failure; business organization; location, layout, and physical facilities for a small business; financing a small business; business records, law, and insurance for the small business owner; personnel management; franchises; automation; and assistance of the small business owner. The business principles pilot program was rated overall as "very good," based on the results of the pretest, posttest, student evaluation questionnaire, graduate survey, curriculum materials, and research studies (included in the appendix). Review of the results shows that the program considerably broadened the students' knowledge of the job/business world. (KC).

**ED 194 720** CE 026 858

*Scott, C. Paul Connor, Charles C.*

**A Study of the Cluster Approach to Secondary Vocational Education in Georgia. Final Report.**

Georgia Univ. Athens. Coll. of Education
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education
Pub Date—80
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC15 Plus Postage**
Descriptors—*Job Placement, *Occupational Clusters, *Program Effectiveness, *Relevance Education, *Student Attitudes, *Vocational Education, Definitions, Educational Objectives, High School Graduates, High Schools, State Surveys, Student Characteristics, Vocational Followup
Identifiers—Georgia

For use in planning high school vocational education programs, a study examined the success of Georgia vocational cluster programs in finding jobs, the adequacy of program training, and student attitudes towards the cluster approach. (The cluster concept involves broadly defined instructional programs around families of occupations.) The study limited itself to a noncomparative, purely descriptive approach toward students completing one or two years of study between 1970 and 1976 in one of five clusters: electromechanics, metal fabrication, construction, transportation, and health occupations. The majority of respondents (including graduates, employers, current students, teachers, and staff) considered the program a success. Recommendations include the following: (1) greater examination of enrollment trends in relation to job market needs; (2) continued recruitment of female students and concentration on job rather than in-field placement; (3) continuation of the cluster format; (4) standardized job market survey models; (5) studying differences between one- and two-year students; (6) standardized job placement models and procedures; (7) further analysis of single- versus multi-cluster students; (8) analysis of student motivations; and (9) dissemination of program response and study results. (Survey respondent comments, project schedules and control charts, a cluster program graduate census, sampling distribution, and current student survey are appended.) (MN).

**ED 194 725** CE 026 896

**Vocational Counseling for Displaced Homemakers: A Manual. Helping Displaced Homemakers Move from Housework to Paid Work through Vocational Training.**

Education Development Center, Inc. Newton, Mass
Spons Agency—Office of Employment and Evaluation (ED), Washington, D.C.
Pub Date—80
Contract—300-79-0778
Note—45p. ; Not available in paper copy due to colored ink and small print. For related documents see CE 026 897-898
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00020-2, $2.25)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Career Counseling, *Counseling Techniques, *Displaced Homemakers, *Employment Potential, *Job Placement, Adult Counseling, Adults, Biographical Inventories, Individual Characteristics, Individual Needs, Job Search Methods, Job Skills, Profiles

This manual highlights the requirements of the workworld and what counselors can do to help displaced homemakers make the transition from housework to paid work. Characteristics and needs of the typical displaced homemaker are sketched in an initial introductory section. The second section on understanding the labor market describes finding out about the local labor market and job opportunities and relating labor market information to the displaced homemaker's needs. A checklist for forming an initial profile of the demographics; career objectives, priorities; work, life, and educational experiences; and current family/personal situation of the displaced homemaker is provided in the third section. The fourth and largest section discusses the assessment, exploration, and development of skills through education and training and contains six charts which define basic skills areas and relate housework tasks to job skills. The fifth section examines the identification of displaced homemaker problems and solutions through supportive services. Developing job search skills and placing the displaced homemaker are discussed in the sixth section. A state-by-state list of displaced homemaker programs is appended. (Related documents are a resource guide for vocational educators and planners and a state-of-the-art review on the displaced homemaker—see note.) (MN).

**ED 194 726** CE 026 897

**Resource Guide for Vocational Educators and Planners. Helping Displaced Homemakers Move from Housework to Paid Work through Vocational Training.**

Education Development Center, Inc. Newton, Mass
Spons Agency—Office of Employment and Evaluation (ED), Washington, D.C.
Pub Date—80
Contract—300-79-0778
Note—42p. ; Not available in paper copy due to colored ink. For related documents see CE 026 896-898
Available from—Superintendent of Documents, U.S. Government

Printing Office, Washington, DC 20402 (Stock No. 065-000-00010-5, $2.25)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Displaced Homemakers, *Educational Planning, *Program Development, *Resource Materials, *Vocational Education, Individual Characteristics, Individual Needs, Postsecondary Education, Secondary Education

This resource guide is designed to help vocational educators and planners extend vocational programs to serve displaced homemakers in secondary and postsecondary educational institutions. The special characteristics and needs of displaced homemakers are discussed in the first section. The second section lists and examines resources and suggestions for ways to obtain and use labor market information for program development. Questions, suggestions, examples,and resources for the areas of outreach, admissions, career exploration, training, supportive services, evaluation, and funding are provided in the third section (half the document) on ways to assess and improve existing displaced homemaker training programs. In the fourth section suggestions and examples on ways to link with local and national resources to strengthen programs are outlined. A state-by-state list of displaced homemaker programs is appended. (Related documents are a manual on vocational counseling for displaced homemakers and a state-of-the-art review on the displaced homemaker—see note. ) (MN).

**ED 194 727** CE 026 898
*Vinick, Barbara H. Jacob, Ruth H.*
**The Displaced Homemaker: a State-of-the-Art Review.**
Wellesley Coll. Mass. Center for Research on Women
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.
Pub Date—79
Contract—300-79-0778
Note—281p. ; Appendix 4-E will not reproduce well due to small print. For related documents see CE 026 896-897
Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Descriptive (141)
**EDRS Price—MF01/PC12 Plus Postage**
Descriptors—*Career Counseling, *Displaced Homemakers, *Program Development, *Program Effectiveness, *Vocational Education, Definitions, Educational Legislation, Employer Attitudes, Federal Legislation, Job Training, Postsecondary Education, Program Budgeting, Secondary Education, State Legislation, State of the Art Reviews
Identifiers—Comprehensive Employment and Training Act

The movement to train and counsel displaced homemakers began in 1975. State legislation for funding was followed by vocational educational and Comprehensive Employment Training Act funding. The Department of Labor has estimated that there are at least 4.13 million displaced homemakers. A total of 354 displaced homemaker programs have been located. Most offer counseling rather than job-specific training. Displaced homemakers need greater support while in training and more training and employment in nontraditional occupations. Most exmployers who have hired displaced homemakers have found them dependable and highly motivated. The term displaced homemaker should be more clearly defined with program focus on middle-aged and older women. More effective outreach to rural and minority women, multiple sources of funding, and training of counselors and instructors in the special needs of displaced homemakers are needed. Criteria for program evaluation should include funding, outreach, and services. (A seventy-page bibliography concludes the report, and appendixes constituting half the document include information on local, state, and federal displaced homemaker legislation and programs, lists of resources, and directory of educational institutions with displaced homemaker programs. ) (Related documents are a manual on vocational counseling for displaced homemakers and a resource guide for vocational educators and planners—see note. ) (MN).

**ED 194 736** CE 026 934
*Worley, Tom*
**Cooperative Education Coordinator's Handbook.**
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center
Spons Agency—Oklahoma State Dept. of Education, Oklahoma City. Div. of Vocational-Technical Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC06 Plus Postage**
Descriptors—*Cooperative Education, *Cooperative Programs, *Coordination, *Program Development, *Program Implementation, *School Business Relationship, Educational Cooperation, Instructor Coordinators, Program Descriptions, Secondary Education, Teacher Role, Vocational Education, Vocational Education Teachers
Identifiers—Training Sponsors

Designed to serve as a guide for teacher-coordinators, counselors, administrators, and the employing community, this handbook is a performance-oriented desk reference that provides a base for cooperative education program operations. Chapter 1 overviews cooperative education, contrasts cooperative training and work experience programs, and provides guidelines for establishing and operating cooperative programs. Chapter 2 identifies unique characteristics for various types of cooperative education programs: cooperative office education, distributive education/marketing, interdisciplinary cooperative education, vocational agriculture occupational training, and vocational cooperative home economics. Appendixes give occupational objective codes for various curriculum areas. Chapter 3 briefly discusses the teacher-coordinator role. A job description and specifications and chart of areas of responsibility are appended. Chapter 4 describes characteristics of training stations/sponsors and provides sample checklists. Coordination is the focus of chapter 5. Extensive appendixes include these sample materials: time lines, competency profile folder, application for enrollment, local program requirements, student data forms (training plans, job record, enrollment form), and coordination records. Chapter 6 discusses advisory committees, their composition, and techniques for use in meetings. Sample rosters and correspondence and example agendas are appended. (YLB).

**ED 194 743** CE 026 980
*Phelps, L. Allen Thornton, L. Jay*
**Vocational Education and Handicapped Learners: Perceptions and Inservice Needs of State Leadership Personnel. Policy Research and Resource Series: Document 1.**
Illinois Univ. Urbana. Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies
Spons Agency—Office of Special Education (ED), Washington, D.C.
Pub Date—79
Contract—G007900952
Note—49p. ; Appended materials will not reproduce well due to small print. For related documents see CE 026 981-982 and CE 027 002-004
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Disabilities, *Educational Administration, *Leadership Training, *Management Development, *Needs Assessment, *Vocational Education, Administrators, Adult Education, Agency Role, Demonstration Programs, Educational Research, Elementary Secondary Education, National Surveys, Postsecondary Education, Special Education, State Agencies, Technical Assistance, Vocational Rehabilitation

This report presents baseline data describing perceptions and training needs of eight groups of leadership personnel involved in vocational programming for the handicapped. An introduction sets forth the problem—obtaining comprehensive data to assist in planning and development of appropriate inservice technical assistance activities the Leadership Training Institute/Vocational and Special Education Project might offer. (The project's goal is conducting short-term inservice training for state leadership personnel involved in vocational education, special education, and vocational rehabilitation. ) A second section describes design and pilot testing of the national needs assessment survey instrument, identification of survey population, and followup activities. The third section first presents composite findings for the three major survey questions: (1) identification of exemplary practices or policies, (2) perceived importance of agencies and organizations involved in development of vocational education opportunities for the handicapped, and (3) identification of leadership training needs. Composite findings are then given for the groups surveyed: State Directors of Vocational Education, State Directors of Special Education, State Directors of Vocational Rehabilitation, professional association officers, State Board of Education members, handicapped advocates and consumers, teacher educators, and State Advisory Councils for Vocational Education. Seven recommendations are presented. Appendixes include composite data tables and the survey instrument. (YLB).

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**ED 194 744** CE 026 981

*Greenan, James P. Phelps, L. Allen*

**Policy-Related Problems for Delivering Vocational Education to Handicapped Learners as Perceived by State Education Agency Personnel. Policy Research and Resource Series: Document 2.**

Illinois Univ. Urbana

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—80

Contract—G007900952

Note—31p. ; For related documents see CE 026 980-982 and CE 027 002-004

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Disabilities, *Policy, *Special Education, *State Departments of Education, *Vocational Education, Administrator Attitudes, Adult Education, Agency Cooperation, Coordination, Delivery Systems, Educational Research, Elementary Secondary Education, Federal Legislation, Financial Policy, National Surveys, Nontraditional Education, Postsecondary Education, Program Evaluation, Program Improvement, State Legislation, Teacher Attitudes, Teacher Education

Identifiers—Policy Research

This report presents baseline data that identifies and describes the policy-related problems confronting State Education Agency Personnel in delivering vocational education to handicapped learners. The first section sets forth these two major objectives of the nationwide study: (1) to develop a survey instrument and techniques for identifying the policy-related problems confronting state directors of vocational and special education, and consultants for vocational special needs education and (2) to identify the major policy-related problem areas and problems. In the second section these research procedures are described: instrumentation (development of an open-ended survey instrument), population determination, data collection, and data analysis. The third section discusses eight identified problem areas (and 248 policy-related problems): interagency cooperation and agreements; funding and fiscal policy; service delivery and program alternatives; personnel preparation; state legislation, plans, and policies; federal legislation and regulations; program evaluation and improvement; and attitudes. Two recommendations are presented which are addressed to policy-making and planning personnel at the federal, state, and local levels: further study of the extent and criticality of each of the areas of concern needs, and continued efforts to provide high quality research, development training, and evaluation projects. (YLB).

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**ED 194 745** CE 026 982

**Directory and Program Information for the OSE Vocational/Career Education Projects 1979-80. Personnel Inservice and Preservice Training Programs for Educators to Accommodate Handicapped Children and Youth in Vocational/Career Education Class Settings. Policy Research and Resource Series: Document 3.**

Illinois Univ. Urbana

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—80

Contract—G007900952

Note—285p. ; For related documents see CE 026 980-981 and CE 027 002-004

Pub Type—Reference Materials—Directories/Catalogs (132). Reports—Descriptive (141)

**EDRS Price—MF01/PC12 Plus Postage**

Descriptors—*Career Education, *Disabilities, *Inservice Teacher Education, *Preservice Teacher Education, *Special Education, *Vocational Education, Abstracts, Adult Education, Directories, Elementary Secondary Education, Postsecondary Education, Program Descriptions

Identifiers—Office of Special Education, United States

This directory contains abstracts for over 60 Office of Special Education (OSE) projects funded under the vocational/career education priority to provide training to educators involved with the handicapped. (This priority regards the preparation of personnel to meet the critical and continuing need for provision of vocational/career education opportunities to handicapped children and youth. ) The publication first provides a list of project directors and a map illustrating the geographical distribution of the individual projects. Projects are grouped by states which are arranged in alphabetical order. The first part of each project abstract is presented in the following format: project number, title, sponsoring agency, grant number, contact person and address, description, major objectives, dissemination, evaluation, products, and descriptors. The second part of each abstract is a table which indicates number and type of participants and such information as hours of training, level, instructional techniques, settings, and disabilities. Following the abstracts are a section on common concerns relating to Division of Personnel Preparation Grant Development Administration and directory of the OSE Division of Personnel Preparation program staff. (YLB).

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**ED 194 746** CE 026 987

**Managing ISSOE Programs. Dissemination Issues: Phase II, Final Report.**

Cornell Univ. Ithaca, N.Y. Inst. for Occupational Education

Spons Agency—New York State Education Dept. Albany. Div. of Occupational Education Instruction

Pub Date—80

Contract—VEA-79-3C-892GS

Note—154p. ; For related documents see CE 026 988-989, ED 170 513, ED 179 700, ED 179 785, and ED 181 241

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC07 Plus Postage**

Descriptors—*Competency Based Education, *Information Dissemination, *Instructional Systems, *Program Implementation, *Vocational Education, Administrator Role, Decision Making, Educational Innovation, Instructional Development, Parent Role, Participation, Program Administration, Program Costs, Secondary Education, Student Role, Teacher Role

Identifiers—Instructional Management Systems, Instructional Support System Occupational Educ, New York

The Instructional Support System for Occupational Education (ISSOE) Dissemination Project was initiated to conduct research on the roles of individuals associated with the management of ISSOE. The goal was understanding the management concerns surrounding ISSOE dissemination. Phase 2 activities were designed and carried out to fulfill four major objectives: (1) to identify major role players in ISSOE implementation at state, regional, and local levels and describe their role; (2) to identify major problems and concerns of each major role player; (3) to externally validate preliminary results for the first two objectives; and (4) to provide methods of ISSOE program cost-estimation for decision makers. The principal methods used were interviews, questionnaires, and examination of relevant documents. Findings indicated a wide variety of activities within designated ISSOE roles but substantial consistency among role occupants. There was also some consistency across roles in the problems and concerns most frequently expressed. Six recommendations were made which suggest uses to which the information produced can be put for wider dissemination of ISSOE in New York State. (Appendixes contain interview guides and validation questionnaires. ) (YLB).

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**ED 194 747** CE 026 988

**Managing ISSOE Programs. Administrative Issues: Technical Report, Number One.**

Cornell Univ. Ithaca, N.Y. Inst. for Occupational Education

Spons Agency—New York State Education Dept. Albany. Div. of Occupational Education Instruction

Pub Date—80

Contract—VEA-80-3A-1113GS

Note—38p. ; For related documents see CE 026 987-989, ED 170 513, ED 179 700, ED 179 785, and ED 181 241

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Administrative Organization, *Competency Based Education, *Program Administration, *Program Implementation, *Vocational Education, Educational Innovation, Inservice Teacher Education, Instructional Development, Instructional Systems, School Districts, Secondary Education, Student Evaluation, Teacher Role

Identifiers—Instructional Management Systems, Instructional Support System Occupational Educ, New York

This report identified problems and concerns associated with implementing competency-based vocational education at the local level. It also identified those measures which have been taken to resolve such problems. The first section is organized into these two types of implementation problems: personnel-related problems and administrative-related problems. Personnel related problems addressed include teacher's role change, instructor-referenced standards, age/grade structure, time-based instruction, evaluation, and training the teacher. Administrative-related problems discussed are organizational factors and administrative coordination. At the end of each of the two categories of problems, suggestions drawn from previous literature on implementing innovations are provided. A brief second section considers some of the major problems of the Instructional Support System for Occupational Education (ISSOE) identified in phase 2 of the Dissemination project. (Final report is CE 026 987. ) The problems are organized into personnel- and administrative-related problems in ISSOE. A final section lists ten points believed to demand immediate attention to avoid loss of momentum in ISSOE implementation. (YLB).

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**ED 194 748** **CE 026 989**

Beuke, Vernon

**ISSOE Dissemination Planning—Phase 1. Findings and Recommendations. Final Report.**

Cornell Univ. Ithaca, N.Y. Inst. for Occupational Education

Spons Agency—New York State Education Dept. Albany. Div. of Occupational Education Instruction

Pub Date—78

Contract—VEA-78-3C-891

Note—22p. ; For related documents see CE 026 987-988, ED 170 513, ED 179 700, ED 179 785, and ED 181 241

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Competency Based Education, *Information Dissemination, *Instructional Systems, *Program Implementation, *Vocational Education, Conferences, Educational Innovation, Instructional Development, Literature Reviews, Models, Secondary Education

Identifiers—Instructional Management Systems, Instructional Support System Occupational Educ, New York

The objective of the Instructional Support System for Occupational Education (ISSOE) Dissemination project was to identify alternative methods of, and develop prototype plans for, extended ISSOE dissemination and planning. Phase 1 activities included development of a conference series with individuals experienced in instructional systems, innovation, dissemination, and implementation; review of recent literature on educational innovation; and development of three different models for ISSOE dissemination and implementation. Findings of this phase of research tended to support the conclusion that it is possible to engineer program implementation through close attention to various aspects of (1) ISSOE (the innovation itself), (2) contextual factors which comprise the school organization, and (3) development of a specific implementation strategy based upon user and innovation characteristics. The literature review provided criteria for ISSOE implementation assessment. Three recommendations for ISSOE implementation were made: the State Education Department (SED) should continue to closely monitor ISSOE development and implementation, SED should implement and evaluate the efficiency and effectiveness of a variety of dissemination activities, and the systematic development and implementation of a comprehensive staff training program must be undertaken. (YLB).

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**ED 194 754** **CE 027 002**

*Phelps, L. Allen, Ed*

**Individualized Educational Programming. Policy Paper Series: Document 1.**

Illinois Univ. Urbana. Pennsylvania State Univ. University Park. Div. of Occupational and Vocational Studies

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—80

Contract—G007900952

Note—144p. ; For related documents see CE 026 980-982 and CE 027 003-004

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC06 Plus Postage**

Descriptors—*Agency Cooperation, *Cooperative Planning, *Disabilities, *Federal Legislation, *Individualized Education Programs, *Vocational Education, Educational Legislation, Educational Policy, Elementary Secondary Education, Inservice Teacher Education, Needs Assessment, Parent Participation, Program Evaluation, Program Improvement, Special Education, State Agencies, Statewide Planning, Student Participation

Identifiers—Education for All Handicapped Children Act, Rehabilitation Act 1973, Vocational Education Amendments 1976

This product of the Leadership Training Institute/Vocational and Special Education contains a series of policy papers focusing on the impact of the Individualized Education Program (IEP) provision upon vocational education programming for handicapped youth. Nine papers are included: (1) Legislative Issues and Perspectives: IEPs for Handicapped Learners in Vocational Education, discussing key provisions of Public Law 94-142, Rehabilitation Act of 1973, and 1976 Vocational Education Amendments; (2) State Planning and IEP, outlining effective strategies for systematic state-level interagency planning; (3) Needs Assessment and IEP, focusing on policy related trends in needs assessment; (4) Consumer and Advocacy Involvement in IEP, outlining strategies and concepts regarding the involvement of parents, advocates, and consumers; (5) Interagency Cooperation and IEP, citing issues and strategies related to interagency planning; (6) Inservice Staff Development and IEP, addressing provision of special education preparation for career/vocational educators and career/vocational competencies among special educators; (7) Program Improvement and IEP, discussing program improvement as defined in the 1976 Vocational Education Amendments and addressed in P.L. 94-142; (8) Program Evaluation and IEP, examining state-level program evaluation efforts; and (9) The IEP: Implications, Conflicts, and Challenges for Vocational Education. An epilogue summarizes the papers' contents. (YLB).

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**ED 194 755** **CE 027 003**

*Greenan, James P. Ed*

**Post-Secondary Vocational Education for the Handicapped. Policy Paper Series: Document 3.**

Illinois Univ. Urbana

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—80

Contract—G007900952

Note—117p. ; For related documents see CE 026 980-982 and CE 027 002

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC05 Plus Postage**

Descriptors—*Articulation Education, *Disabilities, *Needs Assessment, *Postsecondary Education, *Statewide Planning, *Vocational Education, Ancillary School Services, Bias, Educational Improvement, Educational Innovation, Educational Policy, Federal Legislation, Individualized Instruction, Mainstreaming, Normalization Handicapped, School Orientation, Special Education, Student Attitudes, Student Evaluation, Student Needs, Teacher Attitudes

Identifiers—Learning Capacities Approach

This product of the Leadership Training Institute/Vocational and Special Education contains a series of policy papers intended to identify and address several issues that relate to providing postsecondary vocational education services to handicapped learners. Six papers address these topics and issues: (1) Legislative Issues Affecting Post-Secondary Vocational Education for Handicapped Learners; (2) State Planning of Post-Secondary Vocational Education for Handicapped Learners; (3) Needs Assessment in Post-Secondary Vocational Education for Handicapped Learners; (4) Articulation in Post-Secondary Vocational Education for Handicapped Learners; (5) Support Services in Post-Secondary Vocational Education for Handicapped Learners; and (6) Learning Capacities in Post-Secondary Educational Programs for Handicapped Learners. Each paper suggests major issues for further consideration and/or recommendations. An epilogue summarizes the papers' contents. (YLB).

**ED 194 756** CE 027 004

*Greenan, James P. Ed*

**Interagency Cooperation and Agreements. Policy Paper Series: Document 4.**

Illinois Univ. Urbana

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—80

Contract—G007900952

Note—80p. ; For related documents see CE 026 980-982 and CE 027 002-003

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Agency Cooperation, *Coordination, *Disabilities, *Statewide Planning, *Teacher Education, *Vocational Education, Adult Education, Cooperative Planning, Educational Legislation, Elementary Secondary Education, Federal Legislation, Postsecondary Education, Private Agencies, Public Agencies, Special Education, Staff Development, Vocational Rehabilitation

Identifiers—Linkage

This product of a Leadership Training Institute/Vocational and Special Education contains a series of policy papers intended to identify and address several issues that relate to developing effective cooperation and agreement among agencies. Four papers address these topics and issues: (1) State Planning for Interagency Cooperation, (2) Training Educational Personnel to Implement Effective Interagency Cooperation and Agreements for Serving Handicapped Learners, (3) Preparing Vocational and Special Education Personnel for Working with Students Who Have Special Needs, and (4) Effective Linkages for Interagency Cooperation. Each paper suggests major issues for further consideration and/or recommendations. An epilogue summarizes the papers' contents. (YLB).

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**ED 194 768** CE 027 025

*Budke, Wesley E. Magisos, Joel H.*

**Vocational Education Program Improvement. A Summary of State-Administered Projects in FY 1978 and 1979.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—25p

Pub Type—Numerical/Quantative data (110)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Educational Improvement, *Federal Aid, *Improvement Programs, *State Programs, *Vocational Education, Curriculum Development, Demonstration Programs, Educational Innovation, Federal Legislation, Research Projects, Statistical Data

Identifiers—Education Amendments 1976

This booklet summarizes the 1,560 vocational education program improvement projects conducted during FY 1978-1979 under the Education Amendments of 1976 (P. L. 94-482) with respect to location, funding levels, funding recipients, educational levels, problem areas, and outcomes. Projects reported include research, innovative and exemplary programs, and curriculum development activities. Data contained in six tables provide information on (1) state program improvement projects by state; (2) state program improvement projects by legislative section; (3) recipients of project funding; (4) target educational levels; (5) problem areas addressed by projects; and (6) products and outcomes of projects. Appended is a table of number and funding amounts of projects by state and legislative section. The data for this report were compiled from descriptive abstracts provided by state research coordinating units and contained in the ERIC database. (KC).

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**ED 194 783** CE 027 138

*Smalley, Shirley F.*

**A Local School Implementation Plan for Performance Based Vocational Education. A Project Report. Information Series No. 11.**

Indiana Univ. Bloomington. Vocational Education Information Services

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—80

Available from—Vocational Education Services, ICMC/VEIS, 840 State Road Bypass, Room 111, Department of Vocational Education, Indiana University, Bloomington, IN 47405 ($2.00 prepaid; single copies free to Indiana residents)

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Competency Based Education, *Curriculum Development, *Educational Planning, *Methods, *Program Implementation, *Vocational Education, Articulation Education, Planning, Secondary Education

Identifiers—New Castle Area Vocational School IN

This report describes a plan that demonstrates how a vocational program with traditional curriculum can be gradually changed to performance-based curriculum without disrupting the efficient operation of the existing program. The plan outlines the performance-based vocational education (PBVE) program management system, curriculum development procedures, and an implementation process developed and implemented in the New Castle (Indiana) Area Vocational School. The report discusses the background and rationale for using PBVE; and procedures for developing a PBVE management plan, organizing the school for PBVE, developing the PBVE curriculum, and implementing the program. It also shows how the PBVE curriculum can provide a means for students to articulate from secondary to postsecondary programs. Figures outline each PBVE management plan development and implementation section. Appendixes include samples of materials developed. (Author/KC).

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**ED 194 806** CE 027 247

*Hull, William L.*

**Distribution and Use Patterns of Research Products.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Information Dissemination, *Information Utilization, *Instructional Materials, *Research Utilization, *Vocational Education, Educational Research, Questionnaires, Research Reports, State Surveys, Statistics, Summative Evaluation, User Satisfaction Information, Use Studies

Two studies examined the extent vocational research and development products are distributed to primary audiences and the extent of use of selected products. Input from thirty vocational educators in twenty states was used to formulate two questionnaires distributed in Florida and Pennsylvania to persons who distribute and use research products. The distribution survey product sample included all products from a twelve-month segment of products accepted by the Educational Resources Information Center (ERIC) Clearinghouse on Adult, Career, and Vocational Education; the fourteen-product sample for the use survey was selected by state staff members in Florida and Pennsylvania. A total of 1,885 usable questionnaires were returned. The survey revealed the following: copies of reports and materials from government-sponsored research in vocational education are widely distributed; nearly all recipients of research products used them; students' use of products occurred primarily in secondary and postsecondary classrooms; administrators were potentially key linkers in the distribution process; most products were either learning materials or instructional guides; the greatest product use benefits occurred in the classroom; and direct mail was the most frequent means of product distribution. (The survey instruments are appended. ) (MN).

**ED 194 807 CE 027 248**

*Fleischman, Howard L.*

**Measuring Impact of Demonstration Projects.**

Development Associates, Inc. Arlington, Va

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0574

Note—15p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Demonstration Programs, *Information Dissemination, *Models, *Program Effectiveness, *Program Evaluation, *Vocational Education, Diffusion, Formative Evaluation, Information Utilization, Program Implementation, Program Validation, Success, Summative Evaluation, Technology Transfer

A proposed evaluation model for measuring the impact of demonstration projects in vocational education defines sets of criteria, standards, and documentation for both interim and final acceptable evidence of project impact. Interim acceptable evidence is that evidence of project success which should be expected during the demonstration grant period. Its purpose is to assess a project's success in terms of its immediate impact and readiness for adoption. Three types of evidence are required: demonstration impact, dissemination activities, and efforts toward institutionalization (integration into an on-going educational system). Each is defined by criteria and standards. Final acceptable evidence is that evidence of program impact which should be expected within two years after completion of the demonstration grant period. It addresses the issue of long-term impact and spread of the program to other schools and school districts. Three types of evidence—each defined by criteria and standards—are specified as components of final acceptable evidence: utilization, long-term impact, and continuation/adoption impact. (Criteria and standards defining both interim and final acceptable evidence are presented in both narrative and table form. ) (YLB).

**ED 194 808 CE 027 251**

*Rice, Eric*

**Assessment of Quality Vocational Education in State Prisons.**

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0593

Note—12p. ; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April 7-11, 1980)

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Correctional Education, *Correctional Institutions, *Correctional Rehabilitation, *Educational Policy, *Program Effectiveness, *Vocational Rehabilitation, Adult Vocational Education, Educational Research, Employment Statistics, Federal Government, Job Placement, Prisoners, Recidivism, State Government, Student Evaluation, Success

A study explored the relationship of program components and variables within successful correctional vocational education programs in adult, state administered institutions and the outcomes of those programs. Program success was determined by analysis of existing quantitative data at the institutional level on post-release employment, performance evaluation, and recidivism. The methods for collecting information on program components was qualitative, utilizing information collected through a quasi-case study approach in nine institutions located across the United States. Successful programs were found to be characterized by ten critical components/variables that functioned to overcome problems encountered in many typical vocational programs in corrections: administration, coordination and cooperation, curriculum and instruction, facilities/equipment, funding, placement and followup, planning, policy, staffing, and support services. Four ideas were offered for consideration as elements within a federal policy on education: (1) specification of communication and development of inter-agency agreements between correctional vocational programs and other agencies, (2) funding provisions to provide seed and initial monies to initiate innovative vocational education programs in corrections, (3) encouragement of development of comprehensive educational programs providing entire range of necessary services, and (4) provisions for a research component. (YLB).

**ED 194 813 CE 027 278**

*Mertens, Donna M.*

**Policy Implications for Improving the Effectiveness of Vocational Education.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Outcomes of Education, *Policy Formation, *Program Effectiveness, *Program Improvement, *Vocational Education, Academic Ability, Comparative Analysis, Educational Research, Employment, Followup Studies, Graduates, Job Satisfaction, Postsecondary Education, Research Methodology, Research Needs, Salaries, Secondary Education, Student Attitudes, Student Educational Objectives

A literature review was conducted to derive a set of policy implications for improving the effectiveness of vocational education. Variables in the areas of employment, education and training, and ancillary effects (aspirations, attitudes and values, feelings of success, and citizenship) were used to organize data collected from 232 studies conducted from 1968 through 1979 on the effects of vocational education. The literature review revealed that most secondary and postsecondary vocational graduates found jobs in training-related fields, most were satisfied with their jobs, and most employers were satisfied with them. No consistent differences in the unemployment rate or earnings of vocational and nonvocational graduates were found. Further, nonvocational graduates exhibited greater academic abilities. Insufficient data were reported on occupational skill attainment, and fewer vocational education students planned to attend college. Thus, considerable uncertainty exists over the effects of vocational education. Policy implications for increasing the effectiveness of vocational education include the following: standardization of research methodology and reporting of results, more precise description of educational programs, establishment of the validity of survey instruments, and development of a way to account for the lack of equivalency in the types of jobs held by vocational and nonvocational graduates. (MN).

**ED 194 815 CE 027 294**

*Nelson, Valerie I. Ujakowich, Roberta A.*

**Certification: Existing Certificates and a Proposal for CETA. Final Report, September 1979 through February 1980.**

Massachusetts Inst. of Tech. Cambridge. Dept. of Urban Studies and Planning

Spons Agency—Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.

Report No.—ASPER/PUR-79/5443/A

Pub Date—80

Contract—B-9-M-9-5443; B-9-M-9-5445

Note—92p

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Educational Certificates, *Federal Legislation, *Job Training, *National Competency Tests, *Standardized Tests, *Student Certification, Adult Education, Basic Skills, Career Education, Competence, Competency Based Education, Education Work Relationship, Employment Qualifications, Job Placement, Job Skills, Minimum Competencies, Minimum Competency Testing, Occupational Tests, Portfolios Background Materials, Postsecondary Education, Standards, Student Evaluation, Student Records, Vocational Education, Work Attitudes

Identifiers—Comprehensive Employment and Training Act

This report presents results of a study addressing two questions: (1) the role of certificates, licenses, diplomas, and other creditials in a decentralized vocational education system of public and proprietary schools, community colleges, union apprenticeships, the military, and correspondence schools and (2) the role that certification can play in the CETA (Comprehensive Employment and Training Act) system. The first section discusses functions of certification, describes various postsecondary vocational certificates and their requirements, and presents evidence of the role of certification in training programs and the labor market. It concludes with a description of reform efforts, such as increased attention to basic skills and work attitudes in training, certificate standardization, research on predictive validity of certification instruments, and development of new tests and tools to document skills. The second section shows how the lessons of certification can be applied to CETA. A certification process for CETA is recommended which includes a national prototype one-page skill record for use by local trainers; an exploration of use of national standardized competency-based tests of specialized skills, work habits, and basic skills with national minimum passage standards; and the establishment of a full-time placement office for each prime sponsor to market both graduates and tests/training standards. (YLB).

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**ED 195 635** CE 025 145

**Diagnostic Taxonomy of Adult Career Problems.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—OB-NIE-G-78-0211

Note—121p.; Appendix A, the Career Adjustment and Development Inventory, was removed due to copyright restrictions. It is obtainable separately from Crites Career Consultants, Inc. —see Availability Statement

Available from—Crites Career Consultants, Inc. P.O. Box 868, College Park, MD 20740 ($1.00; 10% discount for orders over 100)

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143)

**EDRS Price—MF01/PC05 Plus Postage**

Descriptors—*Career Counseling, *Career Development, *Classification, *Developmental Stages, *Employment Problems, Adults, Career Guidance, Career Ladders, Career Planning, Careers, Evaluation Methods, Identification

This report proposes a pioneering diagnostic taxonomy of adult career problems, describes its development, and documents the results of a pilot test using a preliminary design to validate the taxonomy. The report is based on a study which had four major activities: a literature review of adult career development and pertinent taxonomies, a descriptive analysis of adult career problems, a formulation of alternative taxonomic models, and a pilot validation study. Following an executive summary and an introduction, the report consists of five major sections. Chapter 2, Adult Career Development Stages, presents an extensive review of the stages which occur over the life span: preparation, establishment, maintenance, and retirement. Within each stage a comprehensive list of career development tasks is specified. Chapter 3, A Diagnostic Taxonomy of Adult Career Problems, addresses the conceptualization and development of the taxonomy. Major tasks explored are decision making, implementing plans, organizational/institutional performance, and organizational/institutional adaptation. Chapter 4,The Diagnostic Assessment of Career Development Problems, provides a framework emphasizing problem identification, problem analysis, and problem evaluation. Case studies are included. Chapter 5 reports on a pilot study based on a direct measurement design of problem behaviors of the establishment stage, and Chapter 6 discusses implications for further research and makes twelve recommendations. A reference list concludes the document. (KC).

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**ED 195 636** CE 025 155

*Lustermen, Seymour*

**Education in Industry. A Research Report.**

Conference Board, Inc. New York, N.Y.

Report No.—ISBN-0-8237-0153-0

Pub Date—77

Available from—The Conference Board, Inc. 845 Third Ave. New York, NY 10022 ($5.00, Associate and Educational; $15.00, Nonassociate. Special prices available on educational group orders)

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Business, *Industrial Training, *Inplant Programs, *Nonschool Educational Programs, *Off the Job Training, *On the Job Training, Adult Vocational Education, Case Studies, Industrial Education, Interviews, Postsecondary Education, School Business Relationship, Staff Development, Surveys

Identifiers—Cincinnati Milacron, John Breuner Company, John Hancock Mutual Life Insurance Company

This document reports a study of the aims, scope, and character of employee education and training activities among corporations with 500 or more employees, a segment of industry that accounts for about one-half of total private employment in the United States. Most data are projected from responses by 610 companies to a lengthy Conference Board questionnaire. The report also reflects information and insights gained through personal interviews with executives at scores of these same firms. The first section (chapters 1-3) presents an overview of the corporate employee education and training activity, describing its goals, scope, staffing, and organization. A second section (chapters 4-5) describes industry's use of outside resources for employee development and its own after-hours programs, while a third (chapter 6) is devoted to the internal programs provided during working hours. Section 5 (chapter 7) reports on the views of business executives about facets of the industry-school relationship. Finally, several case illustrations provide a glimpse of the full range of education and training activities in individual companies. Companies represented include Cincinnati Milacron, John Breuner Company, and John Hancock Mutual Life Insurance Company. Appendixes include (1) a brief report on educating nonemployees, (2) descriptions of existing company courses, (3) summary of the survey sample and methods, and (4) additional data on company expenditures. (YLB).

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**ED 195 641** CE 026 236

**Models of and for Women Aspiring to and in Vocational Education Administration. Final Report, September 1, 1979 through June 30, 1980.**

Southern Illinois Univ. Carbondale

Spons Agency—Illinois State Board of Education, Springfield

Report No.—R-35-10-X-0434-311

Pub Date—80

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Career Ladders, *Females, *School Administration, *Sex Fairness, *Vocational Directors, *Vocational Education, Administrators, Models

A study was conducted to detail women's career paths in vocational education administration and to identify women administrators and potential administrators of vocational education programs in Illinois. A review of the literature and attendance at several professional meetings provided information about women's career paths in vocational education administration, and comparisons of the differences of their paths with men's. A questionnaire was prepared, field tested, and mailed to all female vocational directors and all female educators certified for vocational education administration and to a like sample of male vocational directors and vocational education-certified educators. Data obtained from a return of 80 percent of the questionnaires were summarized and compared with the data obtained from the literature search, resulting in a model (1) of and for women aspiring to and succeeding in vocational education administration, and (2) for promoting sex equity by members of boards of education and administrators involved in hiring vocational directors. A handbook for each of these groups was prepared based on the model. The handbooks will be used in future workshops to be conducted for women aspiring to vocational education administration positions. (KC).

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**ED 195 664** CE 026 756

**A Review of Youth Employment Problems, Programs & Policies: Volume 1. The Youth Employment Problem: Causes and Dimensions.**

Vice President's Task Force on Youth Employment, Washington, D.C.

Spons Agency—Office of Youth Programs (DOL), Washington, D.C.

Pub Date—80

Pub Type—Collected Works—General (020). Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC16 Plus Postage**

Descriptors—*Employment Problems, *Needs Assessment, *Public Policy, *Unemployment, *Youth Employment, *Youth Problems, Adolescents, Adults, Demography, Economically Disadvantaged, Economic Factors, Education Work Relationship, Employment Opportunities, Employment Patterns, Employment Programs, Employment Statistics, Labor Force, Minority Groups, Policy Formation, Race, Sex Role, Social Influences, Statistics, Youth Programs

This series of thirteen reports reviewing available information on the causes and dimensions of youth employment is designed to provide an information base for policy formation. (It constitutes the first of a three-volume compendium; other volumes deal with special needs and problems of youth employment policy and with program experience —see note.) The first four articles provide an analysis, needs assessment, sequential and developmental perspective, and facts and figures on youth employment problems. Age status differentials, intervention strategies, and teenage choices about work are discussed. Other issues examined include the need for youth employment policy, the social psychology of poor youth as related to employment, and the social costs of youth employment problems. A summary of youth views solicited by twenty-five National Football League players is given in one report. The final two reports cover youth differentials to the minimum wage and costs and benefits of part-time employment of in-school youth. (MN).

**ED 195 665** CE 026 757

**A Review of Youth Employment Problems, Programs & Policies: Volume 2. Special Needs and Concentrated Problems.**

Vice President's Task Force on Youth Employment, Washington, D.C.

Spons Agency—Office of Youth Programs (DOL), Washington, D.C.

Pub Date—80

Pub Type—Collected Works—General (020). Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC10 Plus Postage**

Descriptors—*Employment Problems, *Minority Groups, *Needs Assessment, *Public Policy, *Unemployment, *Youth Employment, Adolescents, Adults, Black Youth, Demography, Drug Abuse, Employment Patterns, Equal Opportunities Jobs, Females, Financial Support, Graphs, Hispanic Americans, Labor Force, Labor Market, Policy Formation, Racial Discrimination, Sex Discrimination, Statistics, Urban Youth

This series of nine reports reviews available information on the special needs and concentrated problems of youth employment. (It constitutes the second of a three-volume compendium; other volumes examine causes and dimensions of youth employment problems and analyze program experience—see note.) The effects of discrimination on minority youth unemployment are discussed in the first article. An analysis of the black youth employment problems and related policy suggestions are provided in the next two reports. The issue of young women and work is addressed in a labor market profile. The next two reports discuss the Hispanic perspective on youth unemployment policies as well as data, problems, issues, and needs relevant to public policy on Hispanic youth. An approach to increasing the employability of youthful drug users is described. Problems of urban youth employment and special urban funding needs are examined. Background material on youth employment policy is supplied in the last report. (MN).

**ED 195 666** CE 026 758

**Program Experience. A Review of Youth Employment Problems, Programs & Policies: Volume 3. Program Experience.**

Vice President's Task Force on Youth Employment, Washington, D.C.

Spons Agency—Office of Youth Programs (DOL), Washington, D.C.

Pub Date—80

Pub Type—Information analyses/State-of-the-Art Materials (070). Collected Works—General (020). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC10 Plus Postage**

Descriptors—*Economically Disadvantaged, *Employment Programs, *Program Effectiveness, *Unemployment, *Youth Employment, *Youth Programs, Adolescents, Adults, Basic Skills, Business, Education Work Relationship, Employment Opportunities, Job Development, Nontraditional Education, Program Design, School Role, Secondary Education, Social Services, Training Methods, Urban Schools

This series of fifteen reports reviews available information on youth employment program experience. (It constitutes the third of a three-volume compendium; other volumes examine the causes and dimensions of youth employment problems and cover special needs and problems of youth employment policy—see note.) The youth employment delivery system, lessons from program experience, and practitioners' perspectives on youth programs are discussed in the first three reports. The next four reports examine the role and effectiveness of public sector job creation for youth and youth access to private sector jobs. Practical alternatives for providing educational remedies to the unemployment of poor youth and approaches to basic education are described. The philosophy of occupational training and ten successful programs are discussed in a pair of reports on training and motivating youth. A conceptual framework for supportive services and the relationship between alternative education and youth employment are set forth. City Schools that are instructionally effective for poor children are identified, and analysed in the final report. (MN).

**ED 195 669** CE 026 805

**Hispanic Vocational Exploration Project. Final Report.**

Nuestra Casa, Inc. New London, Conn

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education

Pub Date—79

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Bilingual Education, *Career Exploration, *Hispanic Americans, *Program Effectiveness, *Vocational Education, After School Programs, Change Strategies, Needs Assessment, Program Development, Secondary Education

A project was designed to expose and orient Hispanic high school students in New London, Connecticut, to vocational education generally not available to them and to provide them with effective bilingual vocational education. Twenty Hispanic youths aged 13 to 21 were enrolled in an after-school exploratory vocational program. Students were exposed to four-week shops involving a hands-on project and exposure to career possibilities within each trade (including worksite and industry visits). Participants were assigned bilingual counselors/supervisors and participated in a series of career education workshops covering decision-making skills and values clarification. Staff activities included weekly meetings, home visits, and parent conferences. The project succeeded in exposing youths to vocational education and hands-on experience, in providing bilingual/bicultural education and supportive services, and in exploring the special needs of Hispanic students and specific strategies for their recruitment and orientation. However, the vocational possibilities and special placement needs of participants were not adequately assessed. Recommendations include gearing the project to eighth grade students, providing orientation activities, encouraging parent involvement, and increasing counseling and supportive services. Appendixes (half the document) contain budget and enrollment figures, an organizational chart, and a sample career workshop format. (MN).

**ED 195 672** CE 026 845

Alexander, Kern And Others

**A Computerized System for Benefit-Cost Analysis in Vocational Education. Final Report, June 15, 1978 through June 30, 1980.**

Florida Univ. Gainesville. Inst. for Educational Finance

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education

Pub Date—80

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Adult Vocational Education, *Computer Programs,

*Cost Effectiveness, *Program Evaluation, Adult Education, Community Colleges, Cosmetology, Heating, Literature Reviews, Postsecondary Education, Practical Nursing, Refrigeration Mechanics
Identifiers—Bobitt Procedure, Florida

A computerized system for analysis of the cost/benefits of public investment in vocational education program in the state of Florida was developed and pilot tested. The Bobitt procedure, developed at the University of Florida to assess the economic benefits of selected vocational programs, was revised and expanded to permit determination of benefit-cost ratios and internal rates of return for postsecondary and adult (preparatory) vocational programs in Florida school districts and community colleges. The sample for the study consisted of students completing postsecondary or adult vocational training in the licensed practical nursing, cosmetology, and air conditioning/heating mechanics program in selected Florida postsecondary vocational/technical schools and community colleges. The vocational education cost-benefit system generates three sets of output reports: two sets of reports providing detailed listings of the data included on the student master file and the program master file, and a summary of the major steps in the benefit-cost ratio and rate of return calculations. A review of the data indicates that the computerized system does, in fact, work and provides data by programs, institutions, and type of institutions. Accuracy of the data could be improved by increasing the number of individuals in the study; this should reduce the likelihood of unreliable fluctuations in both the benefit-cost ratios and rates of return. The report includes procedures for implementing the system, a summary report of the calculation of benefit-cost ratios and rates of return, and a bibliography. (KC).

**ED 195 683** CE 027 013
*Henry, Sarah Tabb*
**Opinions about Home Visits Held by Teachers of Secondary Home Economics.**
Kentucky Univ. Lexington. Coll. of Home Economics
Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education
Pub Date—77
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Home Economics Teachers, *Home Visits, *Program Effectiveness, *Teacher Attitudes, Questionnaires, School Surveys, Secondary Education, State Surveys, Teacher Education
Identifiers—Kentucky

A study described opinions of Kentucky home economic teachers regarding home visits and made recommendations for improving vocational home economics programs in Kentucky. A random sample of 142 home economics teachers employed in Kentucky during the 1975-76 school year completed a questionnaire concerning the value of home visits, constraints to visiting, teacher education for home visitation, reasons for fewer visits, and suggested improvements. Variables considered included length of employment, residency of students(rural, urban, or suburban), and location of the school in an economically depressed county. Over 90 percent of the respondents felt that home visits were valuable and should be continued. Constraints to home visits listed by respondents included interference due to parent and student employment, involvment in other school activities, increased enrollments, and fear of personal safety. While most respondents considered preservice teacher preparation for home visits inadequate, they were divided regarding inservice teacher preparation. Of the demographic variables considered, length of employment and location of the school in an economically deprived area affected opinions concerning the value of visits and constraints to visitation. Recommendations included emphasizing visits related to student organizations, improving teacher education, and devising innovative means of home contacts. (References and survey results are appended.) (MN).

**ED 195 689** CE 027 141
*Prager, Audrey And Others*
**Education and Work Councils: Progress and Problems.**
Abt Associates, Inc. Cambridge, Mass
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—AAI-79-101
Pub Date—80
Contract—400-78-0032
Note—121p
Available from—Abt Associates, Inc. 55 Wheeler St. Cambridge, MA 02138 (Limited copies available; $8.30 each for three or more copies)
Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)
**EDRS Price—MF01/PC05 Plus Postage**
Descriptors—*Community Organizations, *Education Work Relationship, Definitions, Leadership, Program Evaluation
Identifiers—Education and Work Councils, School to Work Transition

This report presents the findings and conclusions from the first phase of a two-phase study of education and work councils (community organizations of business leaders, school officials, and representatives of other institutions, formed to ease the transition of youths from school to work). The report describes the education and work councils funded by the Department of Labor's Office of Youth programs. It explains what the councils are, how they function, and the key variables which affect their growth and development. It also defines the collaborative process in which councils engage and explains how collaboration relates to council operations. Capsule descriptions of each of twelve functioning councils are given. The report concludes that work councils have been somewhat successful in getting established and beginning to function, and makes several recommendations for the future: (1) that council activities be better integrated with planning and implementing specific changes in the school-to-work transition; (2) that council members act as institutional representatives rather than as individuals only; (3) that council leadership effectiveness be assessed; and (4) that councils continually evaluate their goals and progress. (KC).

**ED 195 696** CE 027 177
**Research & Development Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services
Report No.—WSDPI-Bull-1174
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)
**EDRS Price—MF01/PC08 Plus Postage**
Descriptors—*Curriculum Development, *Curriculum Research, *Educational Research, *Industrial Education, *State Curriculum Guides, Course Content, Educational Improvement, Educational Resources, Elementary Secondary Education, Films, Instructional Improvement, Instructional Materials, Learning Activities, Research Methodology
Identifiers—Wisconsin Guide Local Curriculum Improvement Indus

This handbook is designed to aid educators in implementing The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. It is not a course of study but an aid to implementing research and development activities into local industrial education programs. The book contains the following three sections: (1) seven content outlines—different ways of looking at and structuring the research and development/creation process; (2) learning activities keyed to the learning objectives of the Wisconsin Guide—in areas such as graphic communications, materials and processes, industrial management, energy and transportatiion, inventive technology; and (3) resources—sources of publications, films, addresses, and people who can help to improve local programs. (KC).

**ED 195 697** CE 027 178
**Communications Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services
Report No.—WSDPI-Bull-1158
Pub Date—78
Pub Type—Guides/Methods/Techniques—Classroom

Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC06 Plus Postage**

Descriptors—*Communications, *Course Content, *Curriculum Development, *Industrial Education, *State Curriculum Guides, Educational Improvement, Educational Resources, Elementary Secondary Education, Films, Instructional Improvement, Instructional Materials, Learning Activities

Identifiers—Wisconsin Guide Local Curriculum Improvement Indus

This handbook is designed to aid industrial educators in developing communications activities for their programs in order to implement The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. The book contains the following three sections: (1) content outlines for various methods of presenting communications curricula; (2) learning activities keyed to the learning objectives of the Wisconsin Guide—in areas such as perception, history and development, the communication process, visual communication, electronic communication, and career education; and (3) resources—films, catalogs, tours, personnal career education, and free and inexpensive learning materials. (KC).

**ED 195 698** CE 027 179

**Industrial Enterprise Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC19 Plus Postage**

Descriptors—*Course Content, *Curriculum Development, *Industrial Education, *State Curriculum Guides, Business, Business Education, Curriculum Guides, Educational Improvement, Elementary Secondary Education, Films, Industry, Instructional Improvement, Instructional Materials, Learning Activities

Identifiers—Private Enterprise, Wisconsin Guide Local Curriculum Indus

This handbook is designed to aid industrial educators in developing a private enterprise component in their programs in order to help students learn how business and industry work. It is a guide to implementing The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. The book contains the following three sections: (1) content outlines which may be used to design a course on industrial enterprise; (2) learning activities keyed to the learning objectives of the Wisconsin Guide, in areas such as safety, product design and development, advertising and marketing, packaging, law, communications, management, finance, production, energy, property, materials, processes, procurement, and getting a job; and (3) resources—references, films, transparencies, instructional materials, games. The resources section also contains a list of projects for students, along with directions for making the products and conducting the production, business, and marketing activities needed. (KC).

**ED 195 699** CE 027 180

**Energy Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.**

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison

Report No.—WSDPI-Bull-1159

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Reference Materials—Bibliographies (131)

**EDRS Price—MF01/PC10 Plus Postage**

Descriptors—*Energy, *Industrial Education, *Information Sources, *Learning Activities, *Power Technology, *Student Projects, Annotated Bibliographies, Bibliographies, Course Descriptions, Curriculum, Educational Resources, Elementary Secondary Education, Field Trips, Industrial Arts, Integrated Curriculum, Solar Radiation, Teaching Guides

Identifiers—Wisconsin Guide Local Curr Improvement Indust Educ

This handbook for industrial educators is a resource to aid in integrating energy activities and implementing the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Section 1 includes examples of three curriculum outlines: A Curriculum Guideline for Energy and Power; Power and Energy—Shawano IECP Project Curriculum Outline; and Technical Systems Inc. Curriculum Flow Chart and Course Outlines. Section 2 contains learning activities. The first part is an Energy Activity Guide divided into five areas: uses, sources, conversion, impacts, and limits of energy. The next part, student projects, includes a list of various power and energy hands-on products for Grades K-12. Most can be modified to fit any level. Projects can be bought commercially or be built from parts and pieces readily available. Part 3 describes teacher activities, such as field trips, special speaker suggestions, lectures, teaching hints, and group activities related to power and energy. Part 4 provides additional student activities. The final section of the handbook lists resources on developing an industrial education program: films, teacher's resource list, booklets, and people. A bibliography includes an annotated childrens bibliography (Grades 4-6), annotated teacher's bibliography, and Federal Energy Administration Annotated List of Educational Materials and Programs. (YLB).

**ED 195 703** CE 027 203

*Hitchens, Donna J. Thomas, Ann G.*

**Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel.**

Equal Rights Advocates, Inc. San Francisco, Calif

Spons Agency—California State Dept. of Education, Los Angeles

Pub Date—79

Contract—8101

Note—35p.; For related documents see CE 027 204-206

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Institutional Role, *Legal Responsibility, *Sex Bias, *Sex Fairness, *Sex Stereotypes, *Vocational Education, Compliance Legal, Educational Planning, Federal Legislation, Labor Force, Nontraditional Students, Postsecondary Education, Scheduling, Secondary Education, Sex Discrimination, Sex Role, State Legislation

Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972

This handbook is designed (1) to assist vocational educators and administrators in understanding both the causes of occupational sex segregation and the problems it creates; (2) to clarify the federal and state mandates for the elimination of sex bias in vocational education programs; and (3) to provide possible approaches and strategies that can be used by vocational education personnel to comply with legal requirements and contribute to the elimination of occupational sex segregation. The handbook's six chapters provide information on the nature of the problem; the laws applicable to vocational education programs; methods of identifying sex bias and creating institutional change; removing barriers to the pursuit of non-traditional education; the treatment of enrolled students; and general conclusions about sex-stereotyping and its elimination. (Sections on state laws apply specifically to California. A workshop manual, designed for use with the handbook, is available separately—CE 027 204.) (KC).

**ED 195 704** CE 027 204

*Thomas, Ann G. Hitchens, Donna J.*

**Eliminating Sex Bias in Vocational Education: A Workshop for Administrative Personnel.**

Equal Rights Advocates, Inc. San Francisco, Calif

Spons Agency—California State Dept. of Education, Los Angeles

Pub Date—79

Contract—8101

Note—23p.; For related documents see CE 027 203-206

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Legal Responsibility, *Sex Bias, *Sex Fairness, *Sex Stereotypes, *Vocational Education, Compliance Legal, Federal Legislation, Institutional Role, Instructional Materials, Nontraditional Students, Postsecondary Education, Resources, Secondary Education, Sex Discrimination, Sex Role, Staff Development, State Legislation, Workshops

Identifiers—California, Title IX Education Amendments 1972

These materials are intended to provide a workshop design for conducting a one-day staff training program for school personnel on the issue of sex bias in vocational education. The workshop is designed to aid school personnel in (1) identifying sex bias in vocational education programs; (2) understanding the legal requirements imposed on educational institutions to eliminate sex bias; and (3) developing a strategy for implementing programs to overcome the effects of previous sex bias in vocational education. Included in these workshop materials are a suggested workshop schedule, instructions for conducting the workshop, background information and resources for workshop leaders, a case study, and worksheets and instructions for small group exercises. These materials are intended to be used in conjunction with "Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel" (available separately—CE 027 023). (Workshop target audience is principals, deans of instruction, guidance counselors, district and county superintendents, program specialists, and directors of work experience programs.) (KC).

**ED 195 705** CE 027 205

*Hitchens, Donna J. Thomas, Ann G.*

**Eliminating Sex Bias in Vocational Education. A Handbook for Community Groups.**

Equal Rights Advocates, Inc. San Francisco, Calif

Spons Agency—California State Dept. of Education, Los Angeles

Pub Date—79

Contract—8100

Note—46p.; For related documents see CE 027 203-206. GEO. U.S.; California

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Community Action, *Legal Responsibility, *Sex Bias, *Sex Fairness, *Sex Stereotypes, *Vocational Education, Community Involvement, Community Organizations, Compliance Legal, Federal Legislation, Institutional Role, Postsecondary Education, Resources, School Community Relationship, Secondary Education, Sex Discrimination, Sex Role, State Legislation

Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972

This handbook is designed to provide the background information necessary for individuals and community groups to become involved in local vocational education programs in order to help end sex bias, stereotyping, and discrimination in such programs. The first four chapters of the handbook develop the background of the problem, providing information on the importance and nature of sex bias problems in vocational education, how vocational education is structured in California, the laws concerning sex bias, and the barriers that inhibit the full participation of girls and women in vocational education opportunities. Chapter 5 develops a plan that community groups can use to have a positive impact on the vocational opportunities available to female students through local education programs. Appendixes provide checklists for the requirements of Title IX (Education Amendments 1972), Title II (Education Amendments 1976), the California Five-Year Plan, and for problem identification; a questionnaire for gathering information on local schools and school districts; and a resource list. (KC).

**ED 195 706** CE 027 206

*Thomas, Ann G. Hitchens, Donna J.*

**Eliminating Sex Bias in Vocational Education: A Workshop for Community Groups.**

Equal Rights Advocates, Inc. San Francisco, Calif

Spons Agency—California State Dept. of Education, Los Angeles

Pub Date—79

Contract—8100

Note—22p.; For related documents see CE 027 203-205

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Community Action, *Sex Bias, *Sex Fairness, *Sex Stereotypes, *Vocational Education, *Workshops, Community Involvement, Community Organizations, Compliance Legal, Federal Legislation, Instructional Materials, Legal Responsibility, Postsecondary Education, Resources, School Community Relationship, Secondary Education, Sex Discrimination, Sex Role, State Legislation

Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972

These materials are intended to provide a workshop design for conducting a one-day training program for representatives of community groups who are, or want to become, involved with helping to promote sex equity within the vocational education system. The workshop is designed (1) to provide representatives of community groups with background information on the California system of Vocation Education and the current progress and problems relating to sex equity within that system; (2) to increase understanding of the legal requirements imposed on educational institutions to eliminate sex bias; (3) to share information among participants about efforts currently being made by community groups around issues affecting nontraditional work; (4) to increase understanding of the process and dynamics of change; and (5) to plan follow-up strategies for furthering sex equity in vocational education within local communities. Included in the workshop materials are a planning guide; suggested workshop schedule; guidelines and resources for implementing the workshop; registration materials; pre-workshop packet with information on federal legislative requirements; and worksheets. (KC).

**ED 195 707** CE 027 219

*Hillson, John Hagee, Gale*

**Study to Determine Influencing Factors for Selecting Agricultural Education as a Career. Final Report.**

Virginia Polytechnic Inst. and State Univ. Blacksburg. Div. of Vocational-Technical Education

Pub Date—80

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Agricultural Education, *Career Choice, *Influences, *Socioeconomic Influences, *Teacher Influence, *Vocational Education Teachers, Background, Decision Making, Educational Research, Females, Higher Education, Males, School Role, State Surveys, Teacher Attitudes, Teacher Education, Teacher Employment, Teacher Shortage, Teaching Occupation, Undergraduate Students, Work Experience

Identifiers—Virginia

A descriptive research study was conducted to determine those factors influencing people to select a career in agricultural education. Undergraduate students majoring in agricultural education at Virginia Tech and randomly chosen Virginia vocational agriculture teachers were surveyed by the use of a project-developed instrument. Among the findings of the study was that the categories of high school influences and instructor influences had greater impact on males. The category of personal reasons had greater impact on females. The four categories of previous work experience, economic/social, high school influences, and instructor influence were significantly different for various types of majors. The categories displaying the greatest significant difference for years of enrollment in vocational agriculture were high school influences and instructor influences. In addition, it was found that subjects with a major in agricultural education chose a career in agricultural education at a younger age than any other college major classification. The two most influential categories for all subjects in choosing a career in agricultural education were economic/social and personal reasons. (The survey instrument is appended.) (LRA).

**ED 195 710** CE 027 228

*Steczak, Cheryl Shackelford, Ray L.*

**Mainstreaming: The Role of Industrial Education.**

Ball State Univ. Muncie, Ind

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Disabilities, *Industrial Education, *Mainstreaming, Accessibility for Disabled, Hearing Impairments, Learning Activities, Mental Disorders, Mild Mental Retardation, Multiple Disabilities, Physical Disabilities, Resources, Visual Impairments

This guide is intended to help industrial education teachers and administrators to "mainstream" handicapped students into regular industrial education classes. The booklet introduces the concept of mainstreaming, relates it to industrial education, and defines various handicapping conditions, such as physical handicaps, visual and hearing handicaps, mild mental retardation, and emotional handicaps. It then offers specific suggestions for teaching students with various conditions and adapting the environment to their needs. Principles are enumerated for the educator preparing special needs students to enter the work world; techniques for evaluating the vocational curriculum and the special needs learner are presented; and a sample vocational curriculum for the special needs learner is included. The guide contains nineteen suggested industrial education activities for the special needs learner, as well as a list of resources for the vocational educator. (KC).

**ED 195 715** CE 027 249

*Adams, Kay*

**Impact of Research on Problems of National Significance.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Case Studies, *Competency Based Teacher Education, *Educational Improvement, *Learning Modules, *Outcomes of Education, * *Vocational Education, Competence, Delivery Systems, Educational Research, Interviews

Identifiers—Impact, National Center Research Vocational Education, Qualitative Research, Temple University, University of Central Florida

The qualitative case study approach was used to collect data about the impact of the National Center for Research in Vocational Education's (NCRVE) work on teacher education and competency. Two exemplary sites using a set of performance-based teacher education (PBTE) modules and supporting materials developed by NCRVE were selected for detailed study of impact: Temple University and the University of Central Florida. Major focus of field work was determining the effects of the PBTE modules. Findings indicated PBTE (1) helped vocational teacher education programs survive in a period of retrenchment; (2) increased access to vocational teacher certification, accountability, convenience to teachers, flexibility, teacher competency in some areas, and teacher's self-evaluation and responsibility for learning; (3) shortened time required to certify teachers; and (4) changed teacher's role from classroom lecturer to instructional manager. Conclusions drawn about effects of PBTE curricula included that it has changed aspects of delivery of vocational teacher education, appears more effective and efficient in educating teachers than traditional approaches, is perceived by users as a high quality product, provides impetus to the competency-based vocational education movement, and appears to have long-term impact on improving teachers. (YLB).

**ED 195 722** CE 027 269

*Raelin, Joseph A.*

**Building a Career: The Effect of Initial Job Experiences and Related Work Attitudes on Later Employment.**

Upjohn (W. E.) Inst. for Employment Research, Kalamazoo, Mich

Pub Date—80

Contract—78-04-13

Note—186p.; Small type may be marginally legible

Available from—W. E. Upjohn Institute for Employment Research, 300 S. Westnedge Ave. Kalamazoo, MI 49007 ($7.00, hardbound; $4.50, paperbound; quantity discounts available)

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Employee Attitudes, *Employment Patterns, *Entry Workers, *Occupational Aspiration, *Public Policy, *Youth Employment, Age, Background, Blacks, Disadvantaged Youth, Education, Employment Level, Females, Influences, Literature Reviews, Males, Models, Path Analysis, Race, Rural Urban Differences, Seniority, Sex, Social Status, Whites, Work Experience

Identifiers—Career Paths

This book analyzes the impact of out-of-school youths' first job experiences on later occupational attainment and job satisfaction, explores the effects of prior attitudes and status, and charts the varying career paths of white males, white females, black males, and black females. It also interprets the findings in light of public policy implications for job training and employment programs. Chapter 1 introduces the problem and sets up a core model for research on the early, middle, and late periods of youths' early careers. Chapter 2 reviews the youth career literatures and notes research that should yet be done. Chapter 3 provides research methods for analysis of early youth careers, notes variables, and suggests methods of analysis. Chapter 4 reports results obtained by the various methods, with information on the effects of sex, race, education, socioeconomic status, disadvantaged background, age, urbanization, job level, and tenure. Chapter 5 summarizes findings of the study and presents recommendations for public policy. Appendixes include tables of regression analyses for various core models, tables of variables, and references. (KC).

**ED 195 725** CE 027 272

*Young, Ardis Addington, Jacqueline*

**Education in the Corporation: A Process of Managing Change.**

J.C. Penney Co. Inc. New York, N.Y.

Pub Date—80

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Change Strategies, *Consumer Education, *Delivery Systems, *Educational Change, *Inservice Teacher Education, *Models, Adult Education, Educational Planning, Instructional Materials, Material Development, Needs, Planning, Teachers

Identifiers—J C Penney

The Consumer Education Department, which has existed within the J.C. Penney Company for over fifty years, supports its stores in local communities by providing a service to educators. This service consists of both the development of original educational materials and the delivery of inservice programs to local educators. To continue to respond to changes occurring in education, the department has initiated a planned change process that uses an open systems planning model responsive to interaction by consumer education with a wide and diverse environment. This change model provides for a diagnostic process of planning involving seven steps: (1) defining the organization's core mission, (2) mapping the demand system, (3) identifying the current response, (4) projecting the demand, (5) identifying the desired state (results five years later), (6) activity planning, and (7) affirming the plans. Needs, concerns, resources, and approaches identified by educators in the activity planning process are currently being scrutinized in the affirming stage. These three major areas emerged as vital components and were explored and legitimized through Think Tanks: futures, learning theory, and lifespan consumer education. (A Think Tank Simulation Guide is appended.) (YLB).

**ED 195 726** CE 027 275

*Reubens, Beatrice G. Harrisson, John A. C.*

**Apprenticeship in Foreign Countries. R & D Monograph 77.**

Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development

Pub Date—80

Contract—20-36-79-01

Note—96p

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Apprenticeships, *Financial Support, *Foreign Countries, *Job Training, *Program Administration, *Vocational Education, Adults, Affirmative Action, Career Education, Disabilities, Females, Government Role, Minority Groups, On the Job Training, Policy Formation, Program Costs, Program Design, Recruitment

Identifiers—Federal Committee on Apprenticeship, United States

A study of apprenticeship systems in a large number of foreign countries revealed considerable interest in expanding and improving apprenticeship systems, both as initial training systems and as a way of easing the transition from school to work and relieving youth unemployment. The American apprenticeship system differs from those of other English-speaking countries by a relative absence of skill shortages, the alternative routes to skilled status, the absence of training boards or councils, the concentration on construction trades in apprenticeship, and the advanced age of apprentices. In these other countries apprentices are concentrated in relatively few occupations, and full-time vocational education competes with or is replacing apprenticeships in many occupations. On-the-job training includes broadbased introductory training and pay incentives. Successful related instruction depends upon administrative or institutional coordination of instruction and on-the-job training. Few foreign countries have policies to expand minority and female program participation. In most countries public finance of apprenticeship systems and participants has increased. Study of these foreign systems yields few policy implications for the American system. Implications for the American system include increasing the number of apprenticeships and occupations using apprentices, and strengthening the role of the Federal Committee on Apprenticeship. (A list of countries visited is appended. ) (MN).

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**ED 195 743** CE 027 322

**The Vocational Education Study: The Interim Report. Vocational Education Study Publication No. 3.**
National Inst. of Education (ED), Washington, D.C.
Pub Date—80
Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)
**EDRS Price—MF01/PC12 Plus Postage**
Descriptors—*Educational Legislation, *Federal Aid, *Federal State Relationship, * *Program Effectiveness, *State Programs, *Vocational Education, Educational Finance, Educational Planning, Federal Legislation, Federal Programs, Program Administration, Program Evaluation, State Surveys, Statewide Planning
Identifiers—Vocational Education Amendments 1976

A study examined the effects of the 1976 Amendments to the Vocational Education Act of 1963 on the state distribution of federal funds, state planning, and state evaluation. The difficulty of determining the effects of vocational education on participants was also treated. Consultant, technical, and liason committees consisting of representatives of non-governmental vocational education organizations and associations commissioned extramural contract research and case studies and coordinated these with existing data and information sources. A total of twenty-nine states were included in the study. Data revealed the following: (1) the existence of overlapping and contradictory funding distribution requirements arising from contradictions in the amendments and from their ambiguity, (2) little evidence that the implementation of planning requirements effected any substantial changes, (3) a general strengthening of state evaluation capabilities with more emphasis on program quality than on outcomes, and (4) difficulty in determining the effects of vocational education programs because of the many factors other than school curriculum which affect student achievement. (A summary of the 1976 Vocational Education Amendments and examples of four state funding pools are appended. ) (MN).

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**ED 195 756** CE 027 383

*Olmstead, Joseph A.*
**Leadership Training: The State of the Art. Final Technical Report, September 1, 1979—October 31, 1980.**
Human Resources Research Organization, Alexandria, Va
Spons Agency—Office of Naval Research, Arlington, Va
Report No.—HumRRO-TR-80-2
Pub Date—80
Contract—N00014-79-C-0627
Note—104p
Pub Type—Information analyses/State-of-the-Art Materials (070)
**EDRS Price—MF01/PC05 Plus Postage**
Descriptors—*Educational Improvement, *Leadership, *Leadership Training, *Supervisory Training, *Training Methods, Adult Education, Armed Forces, Business, Evaluation, Federal Government, Guidelines, Human Relations, Program Design, Program Implementation, Research Needs, State of the Art Reviews

This report presents an analysis of the state of the art of leadership training. (Leadership is defined as "the process of influencing the actions of individuals, groups, and organizations in order to obtain desired results," and leadership training includes all courses and programs designed to enhance the abilities of participants to exercise such influence. ) Part 1 is concerned with the present state of the field of leadership training. It provides a review and assessment of current leadership training activities in business, government, and the armed services; descriptions and critical analyses of leadership training methods; a critical review of training evaluation and other literature concerned with the effectiveness of leadership training; and a discussion about the present state of the field of leadership training. Part 2 addresses considerations for improvement of leadership training through development of a leadership training technology. It includes a proposed rationale for leadership training, a discussion of conditions needed for effective learning of leadership to occur, basic guidelines for designing and implementing leadership training, a discussion of problems requiring research and methodological issues involved in conducting research on leadership training, and a discussion of conclusions and implications concerning the state of the art of leadership training. (Author/YLB).

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**ED 195 758** CE 027 385

**Technical Assistance Manual for Civil Rights in Vocational Education (First Edition).**
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)
**EDRS Price—MF01/PC04 Plus Postage**
Descriptors—*Compliance Legal, *Educational Discrimination, *Equal Education, *Equal Opportunities Jobs, *Social Discrimination, *Vocational Education, Civil Rights, Disabilities, Ethnic Discrimination, Program Administration, Program Development, Racial Discrimination, Reverse Discrimination, School Districts, Secondary Education, Sex Discrimination, Student Recruitment, Teacher Promotion, Teacher Recruitment, Technical Assistance
Identifiers—North Carolina

This manual is designed to aid secondary school administrators and other school personnel in avoiding illegal discrimination—while sustaining educational standards—through proper planning and managing of vocational education programs. Chapter 1 concerns civil rights compliance in vocational education by superintendents and local directors through use of this manual and with aid from staff of the State Division of Vocational Education, especially those designated as "civil rights coordinating staff". Organization, objectives, and use of the manual are outlined. Staff technical assistance functions are listed. Chapters 2 and 3 focus on students and staff, respectively, and preventing discrimination and promoting equity at each stage of the educational/staffing processes. Both are based on three basic standards: (1) detection, prevention, and elimination of original discrimination; (2) detection, prevention, and elimination of reverse discrimination; and (3) upholding of educational/employment standards. Furthermore, chapter 2 identifies ninety checkpoints/stages in the educational process, and chapter 3 identifies forty-seven checkpoints/stages in the staffing process at which discrimination should be avoided. Some checkpoints are required, others are suggested. Spaces are provided for indicating if these checkpoints are judged as being met (yes or no) as well as for indicating those types of suggested documentation it is felt could be provided. (YLB).

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**ED 195 772** CE 027 418

*Greenfield, Stuart*
**The Human Capital Model and American Youths: The Roles of Schooling, Experience and Functional Literacy. Final Report, August 1, 1979 to September 30, 1980.**
Southwest Educational Development Lab. Austin, Tex
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80
Contract—NIE-G-79-0082
Note—44p
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Background, *Employment Patterns, *Human Capital, *Labor Market, *Literacy, *Minimum Competencies, *Youth Employment, Adolescents, Comparative Analysis, Educational Background, Females, Functional Literacy, Income, Males, Minority Groups, Whites, Work Experience, Young Adults

American youths have experienced labor market adversity during the last decade. This project analyzed the reasons for earnings disparity among white and nonwhite, males and females in the labor market. The comparison was made by using the human capital framework to analyse the extent to which various personal characteristics and market factors contribute to earnings for a representative sample of American youths. The data used in this study were obtained from a survey conducted by the Opinion Research Center for the Division of Extension at the University of Texas. These data provide information about the earnings, age, training, schooling, location, occupation, and functional competency or ability of the persons surveyed. The analysis of these data determined the returns on various forms of human capital investment for the different groups. It was found that increased competency or functional literacy was most important to white females and nonwhites in explaining labor market success. White male youths' performance in the labor market was not greatly affected by increased competence. The study recommended that functional competency improvement programs be made available to youths. (Author).

**ED 195 773** CE 027 438

*Santos, Otto, Jr. Olinzock, Anthony*
**Designing and Developing a Work Experience Component for a Vocational Education Curriculum.**
Ohio State Univ. Columbus. Coll. of Education
Pub Date—77
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Competency Based Teacher Education, *Models, *Teacher Education Curriculum, *Vocational Education, *Vocational Education Teachers, *Work Experience, Competence, Graduate Study, Inservice Teacher Education, Preservice Teacher Education, Simulation, Teacher Education, Teacher Role, Teaching Skills

A work experience component for vocational educator teacher education based on demonstrated competence is proposed. Its basis is research concerning vocational education; sociometric conditions and needs; analyses of the past, present, and future of vocational education; and the current state of the art relative to curriculum systems. This competency-based model utilizes the research effort of Groneman, including the ten purposes of occupational experience and thirty-two teaching competencies developed through occupational experience. These purposes and competencies are correlated with a list of the ten major factors in the role of the vocational teacher as taken from performance-based teacher education materials developed at The Ohio State University by the National Center for Research in Vocational Education. (This chart is provided. ) The competency-based work experience component proposed integrates course work and field application into a unified comprehensive program. Basic programming principles should be used for each phase of the work experience component's development. They are (1) knowledge of specific outcomes, (2) entry assessment, (3) simulations/work situations, (4) progress monitoring, and (5) recycling. (A model/chart is provided to illustrate the overall components of this vocational education competency-based work experience model. Other attachments delineate the undergraduate, graduate, and in-service components highlighting the instructional content needed to make them a viable part of the vocational educational curriculum. ) (YLB).

**ED 195 775** CE 027 440

*Springer, Judith W. Ed*
**Issues in Career and Human Resource Development. Research Papers from the ASTD National Conference (St. Louis, Missouri, 1979). ASTD Research Series. Paper No. 5.**
American Society for Training and Development, Madison, Wis
Pub Date—80
Available from—American Society for Training and Development, P.O. Box 5307, Madison, WI 53705 ($9.50, ASTD members; $11.95, non-members; plus $0.85 shipping)
Pub Type—Books (010). Reports—Research/Technical (143). Collected Works—Proceedings (021)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Career Development, *Females, *Human Resources, *Job Skills, *Labor Force Development, *Transfer of Training, Career Change, Career Education, Cognitive Style, Creativity, Experiential Learning, Generalization, Guidelines, Individual Development, Information Seeking, Occupational Mobility, Problem Solving, Vocational Adjustment, Work Experience
Identifiers—Occupational Adjustment

This book contains six presentations from the American Society of Training and Development National Conference in St. Louis. The paper, Career Development, Personal Growth, and Experiential Learning, sees learning as the central task of career development, with experiential learning theory providing a framework for mapping career changes and a context for changing needs for personal development. Problem Solving, Creativity, and Cognitive Style examines factors entering into creative problem solving. Two aspects of creative problem solving are discussed which are related to individual differences in cognitive styles. Occupational Adaptability and Transferable Skills: Preparation for Tomorrow's Career discusses the need for a variety of skills and abilities (developed through both work and non-work experiences) and occupational adaptability and flexibility and relates them to the current research program at the National Center for Research in Vocational Education. Situational Influences on Women's Career Development explores situation variables, such as social-structural and life cycle. Training: A Means, Not an End suggests selecting intended results in terms of current and future societal requirements. Demystifying Research in Human Resource Development—Simplified Research Guidelines provides a set of systematic procedures for obtaining information when there are not enough resources to conduct a full-scale study. (YLB).

**ED 195 783** CE 027 453

*Ward, William Gary*
**An Occupational Demand for Specialized Solar Workers: Myth or Fantasy.**
Pittsburg State Univ. Kans
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education
Pub Date—79
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Demand Occupations, *Educational Needs, *Employment Projections, *Occupational Surveys, *Solar Radiation, *Technical Occupations, Air Conditioning, Community Colleges, Heating, Occupations, Plumbing, Questionnaires, Refrigeration, Vocational Schools
Identifiers—Emerging Occupations

Although some junior colleges and technical schools are creating or planning to offer training for solar-energy related occupations, there is no definitely defined need for workers with such training, according to this study. The study was conducted through a direct mailing of questionnaires about occupational projections to 472 companies identified as being involved in the 'solar industry'. Of this mailing, 102 questionnaires were returned and sixty usable responses (13%) were collected. A telephone follow-up to non-respondents indicated that the companies had only a passing interest in solar energy or that the market was too unstable to be able to predict the future. An analysis of the data indicated that (1) an emergence of new and specialized occupations across a solar industry will not occur in the near future; (2) of those firms listing employees as solar energy technicians, installers, or others, most were using existing trade persons, such as plumbers, as installers; (3) of those firms listing solar electrical technicians as a need, their responses were tied to future technical break-throughs. The study recommended that educators not invest additional dollars to establish solar training programs, but move to include solar installation and maintenance skills in training for heating and air conditioning, refrigeration, plumbing, or other related fields. (KC).

**ED 195 787** CE 027 463

*Dunham, Daniel B.*
**Vocational Education: Policies, Issues, and Politics in the 1980s. Occasional Paper No. 65.**
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—80
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.20)
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Educational Legislation, *Educational Policy, *Governance, *Policy Formation, *Political Influences, *Vocational Education, Access to Education, Civil Rights, Federal Government, Federal Legislation, Futures of Society, Government Role, Politics, Postsecondary Education, Program Effectiveness, Program Improvement, Secondary Education, Sex Fairness
Identifiers—Vocational Education Act 1963

Within the context of the reauthorization of the Vocational Education Act of 1963, as amended, the predominant issues for vocational education in the eighties will be refined into policies. Central issues related to reauthorization and to the larger picture of the future of vocational education can be generally grouped into four broad categories: (1) federal role and national purpose of vocational education; (2) governance of the enterprise; (3) equity, access, and civil rights; and (4) program improvement. The federal role should be one of stimulation, equalization, and improvement. A nationwide statement of purpose must emphasize the critical nature of vocational education. Governance includes both the sole state agency concept and linkages with other agencies and groups. Provisions for equity, access, and civil rights must clearly be spelled out and enlarged upon in the new legislation. As part of program improvement, new technology, productivity, and economic development should not be ignored as a dimension of the outreach capacity of vocational education. These issues are the basis for laws which generate policies. Vocational education will become a dependent variable in the educational, social, and economic subsystems of the country when it achieves a political posture based on program effectiveness. (YLB).

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**ED 195 790** CE 027 473

*McNeil, John D. Morimoto, Takiko*
**Competency Based Reading Skills and the Reading Demands of Minority-Bilingual Auto Mechanics.**
California Univ. Los Angeles
Pub Date—80
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF01/PC01 Plus Postage**
Descriptors—*Auto Mechanics, *Functional Reading, *Job Skills, *Minimum Competencies, *Minority Groups, *Reading Skills, Adult Education, Graduation Requirements, High School Graduates, Minimum Competency Testing
Identifiers—Bilinguals

A study of the relation between the reading competencies for high school graduation and the reading demands of auto mechanics began with determining job reading tasks of auto mechanics. Fifty auto mechanics, the majority of them bilinguals, were interviewed. From this data about the kinds of information mechanics get from reading and with copies of the printed materials themselves, job reading tasks were constructed. These tasks included reading of indexes, specifications, codes, directions, and functional descriptions. A range of items measuring competency-based reading skills and job reading tasks were administered to forty-nine students in three high schools. Eighteen were bilingual minority and thirty-eight were enrolled in auto shop courses. Data suggested that many of the competency-based skills were associated with the job reading tasks of auto mechanics. Successful achievement on competency exams was associated with ability to read job tasks. Minority bilingual auto mechanics in both lower and higher paying jobs were tested using the job reading tasks and items from high school graduation competency tests. Nearly 38 percent of the variance in on-the-job reading was accounted for by the competency-based reading skills required for high school graduation. These basic skills were more relevant to higher than to lower paying jobs, with limited English mechanics being denied higher paying employment. (YLB).

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**ED 195 796** CE 027 485

*Borus, Michael E. And Others*
**Pathways to the Future: A Longitudinal Study of Young Americans. Preliminary Report: Youth and the Labor Market—1979.**
Ohio State Univ. Columbus. Center for Human Resource Research
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—80
Pub Type—Reports—Research/Technical (143)
**EDRS Price—MF03/PC25 Plus Postage**
Descriptors—*Federal Programs, *Job Training, *Occupational Aspiration, *Student Educational Objectives, *Unemployment, *Youth Employment, Adolescents, Age Discrimination, Blacks, Career Education, College Students, Demography, Dropouts, Economically Disadvantaged, Employment Patterns, Employment Programs, Enrollment, Health, Hispanic Americans, Job Layoff, Job Search Methods, Labor Market, Labor Turnover, Longitudinal Studies, Out of School Youth, Racial Discrimination, Student Attitudes, Student Employment, Young Adults, Youth
Identifiers—National Longitudinal Survey Youth Labor Market Ex

This monograph presents preliminary cross-tabulation analyses of the 1979 National Longitudinal Survey of Youth Labor Market Experience of 12,693 youth of ages 14-21 who will be interviewed annually for at least five years. (Hispanic; non-Hispanic black; and non-Hispanic, non-black, poor youth were oversampled. ) Each of the twenty-four topics studied is the focus of a chapter. Chapters address (1) demographic and socioeconomic characteristics of the youth in this age cohort; (2) youth employment status; (3) youth employment conditions (jobs); (4) youth employment patterns (1978); (5) government sponsored employment and training programs; (6) working students; (7) youth not in school or the labor force; (8) job turnovers and job leavers; (9) job search activities; (10) perceptions of discrimination and barriers to employment; (11) willingness to work; (12) health status of youth; (13) attitudes toward school; (14) educational aspirations and expectations; (15) experience of high school students according to variations in their curriculum; (16) high school dropouts; (17) college student population; (18) first job after leaving school; (19) desire for occupational training; (20) aspirations for age 35; (21) ideal, desired, and expected fertility; (22) attitudes toward women working, fertility expectations, and their relation to educational and occupational expectations; (23) knowledge of world of work; and (24) influences on life decisions. Appendixes include information on sampling methodology and the approximately 175-page questionnaire used. (YLB).

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**ED 195 801** CE 027 495

**A School Store-Classroom Laboratory Guide for Marketing and Distributive Education. Store/Laboratory Manual.**
New York State Education Dept. Albany. Bureau of Distributive Education
Pub Date—80
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Distributive Education, *Educational Facilities Planning, *Equipment, *Laboratories, *Marketing, *Merchandising, Classrooms, Competency Based Education, Facility Guidelines, High Schools, Occupational Clusters, Resources
Identifiers—School Stores

This manual is designed to assist teachers in operating a school store as a classroom-laboratory for teaching marketing in the high school distributive education curriculum. The first part of the guide provides a rationale for competency-based instruction, introduces the cluster concept of organizing jobs in marketing and distributive education, gives suggestions on planning for specialized facilities for each job cluster, explains the project method for using the marketing and distributive education laboratory, and explores design of the classroom-laboratory facilities. The manual then describes the retailing laboratory (school store operation), providing a rationale and objectives, describing facilities and equipment, and discussing administrative considerations and instructional organization. Other sections cover using the laboratory as a project center and computers in the school store laboratory. Appendixes include facility layouts and space allocation sheets, school store accounts and inventory forms, a training plan for salespersons, and a job rating sheet. A list of resources is also included. (KC).

**ED 195 802** CE 027 512

*Coogan, Mark, Ed*

**Vocational Education Research and Exemplary Projects in Indiana, 1978 and 1979. Project Abstracts. Information Series No. 12.**

Indiana Univ. Bloomington. Vocational Education Information Services

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—80

Available from—Vocational Education Services, 840 State Road 46 Bypass, Room 111, Indiana University, Bloomington, IN 47405 ($2.00, prepaid; single copies free to Indiana residents)

Pub Type—Reference Materials—Directories/Catalogs (132). Reports—Descriptive (141)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Demonstration Programs, *Educational Legislation, *Educational Research, *Research Projects, *State Programs, *Vocational Education, Abstracts, Adult Vocational Education, Competency Based Education, Diffusion, Educational Development, Elementary Secondary Education, Followup Studies, Job Placement, Needs Assessment, Postsecondary Education, Program Descriptions, Program Improvement, Regional Cooperation, School Business Relationship, Sex Bias, Sex Stereotypes, Statewide Planning, Student Employment, Vocational Followup

Identifiers—Education Amendments 1976, Indiana

This report abstracts and summarizes eighty-two Indiana vocational education research and development projects funded in 1978 and 1979 with moneys allocated by Subpart 3 of the Education Amendments of 1976, Title 2, Vocational Education. The projects are grouped into seven subject categories: (1) needs assessment, (2) performance based vocational education, (3) placement and follow-up, (4) program improvement, (5) regional communication, (6) sex bias and stereotyping, and (7) state services and products. Within categories the projects are alphabetized by title. Each abstract contains the following: project number, name of the contact person, project county and agency name and address, total budget costs, grade levels, projects developed, and descriptors from the ERIC (Educational Resources Information Center) Thesaurus of Descriptors. Each abstract also includes a summary of the project objectives, procedures used to reach those objectives, and project outcomes. Four separate indexes list agencies and school corporations funded, cities and counties in which the projects were based, State Board of Vocational and Technical Education project numbers, and subject by descriptor. (Author/YLB).

**ED 195 823** CE 027 564

*Knight, James A. And Others*

**Developing a Model for Recruitment, Retention, and Placement of Female Students in Secondary Vocational Education Programs Which Have Traditionally Been for Males. October 1, 1979-June 30, 1980.**

Ohio State Univ. Columbus. Agricultural Curriculum Materials Service

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education

Pub Date—80

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Females, *Nontraditional Occupations, *School Holding Power, *Student Placement, *Student Recruitment, *Vocational Education, Agricultural Education, Educational Research, Interviews, Models, Secondary Education, Sex Discrimination, Sex Fairness, Trade and Industrial Education

The purpose of a research study was to develop a model for recruitment, retention, and placement of female students in secondary vocational education programs which have traditionally been for males. Ten specific secondary vocational education programs were selected which had successfully recruited, retained, and placed female students in nontraditional programs of study. (Five were trade and industrial and five were vocational agriculture programs. ) On-site interviews were conducted with target groups representing all persons integral in female student recruitment, retention, and placement: students, teachers, parents, employers, administrators, and counselors. Conclusions based on interview responses included (1) retention is improved when two or more nontraditional students are enrolled in a vocational program; (2) teacher attitude is critical to class acceptance of students in nontraditional programs; (3) prior experience in the field is a contributing factor to female enrollment; (4) role models are a significant factor in the success of female students in nontraditional programs; (5) audio-visual instructional, and orientation materials that include representations of females are useful in female recruitment, retention, and placement in nontraditional programs; and (6) support sessions give visibility to nontraditional students. (Interview formats and site descriptions are appended. ) (YLB).

**ED 195 824** CE 027 566

*Krumboltz, John D. And Others*

**The Effect of Alternative Career Decision-Making Strategies on the Quality of Resulting Decisions. Final Report.**

Stanford Univ. Calif. School of Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007605241

Note—495p

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF02/PC20 Plus Postage**

Descriptors—*Career Choice, *Decision Making, *Participant Satisfaction, *Values, Career Development, Career Education, Career Planning, College Students, Community Colleges, Correlation, Decision Making Skills, Evaluation, Questionnaires, Two Year Colleges

Identifiers—Decision Quality, Rational Decision Making

A project studied whether methods used to make career decisions affect their outcomes. Part A describes the correlational study to discover how thoughts and actions of community college students related to their satisfaction with outcomes of their decisions. It focuses on the administration to 255 community college students of a Decision-Making Questionnaire (DMQ) to measure actions and thoughts representing five different decision-making styles: rational, impulsive, intuitive, dependent, and fatalistic. Summaries are presented of decision-making behavior associated most highly with ratings of decision outcome satisfaction, decision importance, and decision confidence. Part B reports the experimental study to discover whether teaching a systematic "rational" procedure for making decisions would improve the "quality" of the resulting decisions. (A good decision is one yielding consequences consistent with the decider's values. ) It describes development and use of the Career Decision Simulation (CDS), a standardized procedure for assessing career decision quality through use of an objective, numerical scoring system and providing data on a person's decision-making style. Among findings was that training in rational decision making was not as effective as might be desired. Further research suggestions for this and the correlational study are discussed. Appendixes, amounting to approximately one-half of the report, include the DMQ, DMQ factor analyses, CDS administrator's manual, and curriculum and instructor's guide for teaching rational decision-making and interviewing skills. (YLB).

**ED 195 825** CE 027 568

*Lewis, Morgan V. Russell, Jill Frymier*

**Trends, Events and Issues Likely to Influence Vocational Education in the 1980s.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—80

Contract—300-78-0032

Note—228p. ; For related documents see ED 189 370, ED 171 959-960, CE 027 322, and CE 027 618

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC10 Plus Postage**

Descriptors—*Futures of Society, *Long Range Planning, *Policy, *Prediction, *Vocational Education, Competency Based Education, Educational Legislation, Federal Legislation, Policy Formation, Postsecondary Education, Secondary Education, Sociocultural Patterns

Identifiers—American Vocational Association, Conference Alternative Futures Vocational Educ, National Institute of Education, Vocational Education Study

This report concerns first-year activities of a study of alternative futures. The study attempted to identify major trends and possible events that could influence vocational education in the 1980s and to analyze policy issues likely to be associated with them. Following the introduction, chapter 2 addresses procedures followed in each of three main tasks: (1) Delphi study, (2) analysis of external trends likely to influence vocational education, and (3) conference. Chapter 3 presents results from the third round of a Delphi study of estimates of the probability and impact of thirty-six possible events; the panel for this consisted of national leaders and scholars of vocational education. Chapter 4 contains an overview of the proceedings of the Conference on Alternative Futures for Vocational Education held at the National Center for Research in Vocational Education (January 8-9, 1980) and summaries of major presentations and discussions. One presentation summarizes main findings of the study of forecasts of trends likely to be of significance and the analysis of their policy implications. Appendixes, amounting to over one-half of the report, include the full report of the study on trends (also available separately as ED 189 370), National Institute of Education Vocational Education Study—A Progress Report, and Recommendations by the American Vocational Association Legislative Study Teams. (YLB).

**ED 195 826** CE 027 569

**Monograph for Bilingual Vocational Instructor Competencies.**

Kirschner (E. J.) and Associates, Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0588

Note—124p

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC05 Plus Postage**

Descriptors—*Bilingual Education, *Competency Based Teacher Education, *Criterion Referenced Tests, *English Second Language, *Minimum Competencies, *Vocational Education Teachers, Minimum Competency Testing, Program Development, Teaching Methods, Testing, Vocational Education

Designed for directors and staff members in bilingual vocational instructor training programs to be funded by the United States Department of Education, this monograph is a guide to competencies needed by bilingual vocational instructors. Chapter 1 discusses the project which developed the monograph. Chapter 2, Using the Monograph in Bilingual Vocational Instructor Training Programs, summarizes the state of the art and overviews instructor training techniques. Competency-based teacher education is also summarized. Chapter 3, Project Methodology, presents project scope, defines key terms, summarizes methodologies used to select the minimum competencies and develop the inventory (criterion-referenced test), and presents prerequisite competencies. Chapter 4, Minimum Competencies Essential for Vocational Skills Instructors in Bilingual Vocational Training Programs, provides detailed information about each of the twenty-two competencies: competency category, competency statement, rating by panel (as being very essential), list of types of activities instructors should perform, and rationale for inclusion. Chapter 5, Measuring the Competencies, summarizes methods to measure mastery of competencies. Most of the chapter focuses on procedures for administering the Bilingual Vocational Instructor Competencies Inventory and includes both forms. Appendixes include the Minimum Competencies Needed by Job-related English as a Second Language Instructors in Bilingual Vocational Programs and Instructions for Scoring the Inventory. (YLB).

**ED 197 056** CE 026 389

*Copa, George H. Salem, M. Nagi*

**Vocational Education and Employment: Building a Basis for Planning in Minnesota.**

Minnesota Univ. Minneapolis. Research and Development Center for Vocational Education

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education

Pub Date—80

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

**EDRS Price—MF01/PC07 Plus Postage**

Descriptors—*Education Work Relationship, *Employment Projections, *Labor Needs, * *Labor Supply, *Statewide Planning, *Vocational Education, Educational Planning, Employment Opportunities, Information Processing, Labor Market, Postsecondary Education, Secondary Education

Identifiers—Minnesota

This report discusses the procedure used to provide information describing the present and projected interference between labor supply and demand as a part (Table I) of the Minnesota State Plan for Vocational-Technical Education. Chapter 1 briefly reviews previous and on-going research work which serves as a basis for the procedure. Chapters 2 and 3 detail steps in estimating labor market supply from vocational education at the secondary and postsecondary levels, including estimating (1) the number of high school graduates and number of them taking vocational education or the number of graduates from postsecondary vocational education programs, (2) the number of graduates — obtaining employment, and (3) the number obtaining employment in specific occupations. Two tables (one of them lengthy) incorporating these data are presented as exhibits. Chapter 4 describes steps in projecting labor market demand: estimating total employment in specific occupations, estimating annual job openings in specific occupations, and listing total employment and annual job openings. The final chapter contains a series of recommended next steps to further improve the information for use in decision making about vocational education. Minnesota Secondary School Follow-up System and Minnesota Vocational Follow-up Student Questionnaires are appended. (YLB).

**ED 197 058** CE 027 181

*Fleischman, Howard L. Willette, JoAnne L.*

**Vocational Education Demonstrations: Measuring Impact and Improving Effectiveness.**

Development Associates, Inc. Arlington, Va

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0574

Note—144p

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC06 Plus Postage**

Descriptors—*Demonstration Programs, *Evaluation Methods, *Program Effectiveness, *Program Evaluation, *Program Improvement, *Vocational Education, Educational Assessment, Evaluation Needs, Experimental Programs, Field Tests, Measurement Techniques, Program Validation

The purpose of this monograph is to assist project personnel in improving and measuring the effectiveness of vocational education demonstration projects. The first of four chapters discusses how the monograph is organized and why and how it was developed. Chapter 2 presents an evaluation model containing criteria, standards, and documentation required for presenting evidence of project effectiveness. Chapter 3 discusses the roles of various individuals in improving project effectiveness and in collecting the documentation specified in the evaluation model. Within chapter 3 the demonstration project is divided into a pre-grant period for needs assessment and proposal development; a grant period for project start-up, implementation, and dissemination; and a post-grant period for collection of evidence of impact and utilization. Within each of these periods, the roles of planners, implementers, evaluators, disseminators, and monitors in improving effectiveness are discussed. Following chapter 3, a summary and a list of references are presented. Appended material includes a glossary and a set of proposal review criteria which may be used by funding agencies in reviewing demonstration project proposals. (LRA).

**ED 197 062** CE 027 321

*Copa, George H. And Others*

**Measuring the Employment and Further Education Effects of Secondary Vocational Education in Minnesota.**

Minnesota Univ. Minneapolis. Research and Development Center for Vocational Education

Pub Date—80

Pub Type—Reports—Research/Technical (143)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Graduate Surveys, *Outcomes of Education, *Secondary Education, *Student Development, *Vocational Education, *Vocational Followup, Educational Research, Employment Patterns, Followup Studies, High School Graduates, Postsecondary Education, Student Educational Objectives

Identifiers—Minnesota

A study focused on the use of followup data to analyze the employment and further education effects of vocational education at the secondary level in Minnesota. The data source was the Minnesota Secondary School Follow-Up system and the ninety-eight secondary schools which participated in the system and followed up students from the class of 1978. Findings from the followup data, responsive to a series of ten questions, indicated that (1) 64% of the students were engaged in paid employment and 14% were attending postsecondary vocational schools approximately one year after leaving school; (2) 77% took at least one vocational education course; (3) students who take vocational education courses do differ from those who do not; (4) the most valid definitional procedure for identifying "real" students of vocational education is to describe them in terms of amount and type of vocational education courses taken; (5) about 50% of students who take vocational education courses take less than 200 hours in one area, with only 22% taking more than 400 hours; (6) there are differences among students who take varying amounts of vocational education; (7) there is a difference in number of students taking courses in traditional program areas; (8) there are differences in students who take courses in the various areas; (9) sex of students does cause differences in employment and further education activities; and (10) some effects of secondary vocational education include the indication that more time spent in a particular program influences the decision to enter occupations or further education programs related to the selected vocational program area. (YLB).

**ED 197 066** CE 027 482

*De Sanctis, Vincent, Comp*

**Career Change: Implications for Vocational Education.**

Southern Illinois Univ. Edwardsville

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education

Pub Date—80

Contract—R-35-21-X-0531-339

Note—97p. ; Papers presented at a conference held at Southern Illinois University (Edwardsville, IL, June 3, 1980)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Career Change, *Career Guidance, *Educational Policy, *Nontraditional Occupations, *Policy Formation, *Vocational Education. Adults, Computer Oriented Programs, Curriculum Design, Educational Needs, Nontraditional Students, Teachers, Technical Education

Identifiers—Entrepreneurship

The four papers in this document consider alternative programs and innovative models and techniques concerned with career change and its impact on vocational education. In the first paper, Jo Shuchat addresses the issue of what vocational education is or is not doing to accommodate the increasing interest women have for nontraditional job training, and provides practical tips for getting women into nontraditional vocational programs and keeping them. In the second paper, Thomas Scanlan describes a project on entrepreneurship education at the University of Illinois, and includes several examples of strategies that can be employed in entrepreneurship education. Michael Sugarman's paper examines the phenomenon of career change and then describes how technical education preparation programs can possibly identify potential instructors. The final paper, by Charles Ryan and Robert Drummond, presents a description and analysis of an attempt in Maine to institute a statewide computer information system for career guidnce. The papers were delivered at an open-invitation conference used as a strategy to identify attempts to consider the effects that the phenomenon of career change has on vocational education. (KC).

**ED 197 074** CE 027 573

*Spitze, Hazel Taylor, Ed*

**Proceedings of the Conference on Current Concerns in Home Economics Education (Champaign, Illinois, April 16-19, 1978).**

Illinois Univ. Urbana. Dept. of Vocational and Technical Education

Pub Date—78

Available from—Illinois Teacher, College of Education, University of Illinois, 1310 S. 6th St. Champaign, IL 61820 ($2.00; $1.00, 100 or more copies)

Pub Type—Collected Works—Proceedings (021)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Educational Needs, *Educational Planning, *Home Economics, *Home Economics Education, *Policy Formation, *Social Problems, Educational Objectives, Educational Philosophy, Futures of Society, Legislation, Postsecondary Education, Professional Associations, Professional Development, Professional Education, Professional Recognition, Reputation, Secondary Education, Status

Identifiers—Social Impact, Societal Needs

Participants in a conference held in April, 1978, had four main objectives: (1) to help identify and become more aware of the current concerns in home economics education; (2) to value the role of home economics education in promoting needed social change; (3) to contribute during the conference to the generation of possible solutions and actions to be taken regarding current social problems; and (4) to make plans and feel committed to share the conference with others in their home state or region. To accomplish these objectives, speakers, beggining with keynote speaker Marjorie East, focused on issues such as the profession of home economics and how to build it; the future of education, including the importance of the affective domain, the accountability movement, and the National Institute of Education evaluation of consumer and homemaking education; and needs in secondary home economics education programs in the 1980s. Speakers also discussed recent legislation affecting home economics education. Sociologist Jessie Bernard closed the conference with a self-portrait of a family derived from more than thirty years of family letters. A summary of the conference and list of participants are included in these proceedings. (KC).

**ED 197 086** CE 027 618

*Corman, Louise*

**Basic Skills Proficiencies of Secondary Vocational Education Students. Vocational Education Study Publication No. 4.**

National Inst. of Education (ED), Washington, D.C.

Pub Date—80

Pub Type—Information analyses/State-of-the-Art Materials (070)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Basic Skills, *Employment Qualifications, *Students, *Vocational Education, Communication Skills, Evaluation, High Schools, Literacy, Literature Reviews, Mathematics, Reading Skills, Remedial Instruction, Vocabulary Skills

This paper surveys research in the field in an attempt to determine what level of mastery of basic skills is required to do a particular job, what level vocational education students generally attain, and which instructional techniques are effective in improving vocational education students' basic skills. In the first of three sections, claims and evidence concerning the relationship of basic skills to employability and occupational competence are discussed; while in the next section, information on the level of acquisition of reading, writing, and arithmetic skills of vocational education students in secondary schools is presented. Characteristics of remedial efforts to improve vocational students' basic skills are discussed in the third section. Results of the literature search suggest the following: (1) Proficiency in certain reading and computational skills is required for performance in all types of occupations. (2) Information is not yet available on the level of basic skill acquisition of students in different vocational programs; however, it is known that vocational education students perform below average in reading comprehension, vocabulary, and mathematics. (3) Available information leaves unanswered questions about successful efforts to improve the basic skills of vocational students, though inferences can be drawn from research conducted on literacy programs for adolescents and adults. The study also makes recommendations for improving vocational students' basic skills. (KC).

**ED 197 087** CE 027 621

*Olmsted, Barney*
**Job Sharing: General Information. A Handbook for Employers.**
New Ways to Work, Palo Alto, Calif
Spons Agency—Carnegie Corp. of New York, N.Y. Rockefeller Family Fund, Inc. New York, N.Y.
Pub Date—80
Available from—New Ways to Work Publications, 149 Ninth St. San Fancisco, CA 94103 ($1.50; discounts available—10% on 10-25 copies, 15% on 26-50 copies, 20% on 51-100 copies)
Pub Type—Guides/Methods/Techniques—General (050)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Employee Attitudes, *Employer Attitudes, *Flexible Working Hours, *Part Time Employment, Adults
Identifiers—Job Restructuring, Job Sharing

Arranging work time in new and flexible ways has been a topic of growing interest for the past ten years. This handbook for employers explains one way in which jobs can be made more flexible—job sharing. It discusses ways that work hours can be shared with potential benefits for employer and employees. Topics discussed include definition of job sharing, kinds of jobs that can be shared, benefits to the organization, employer concerns, union attitudes, how job sharing works, potential problems, ways to make job sharing successful, and reactions from supervisors of job sharers. A chart of possible job sharing arrangements is also included. (KC).

**ED 197 088** CE 027 622

*Moorman, Barbara And Others*
**Job Sharing in the Schools.**
New Ways to Work, Palo Alto, Calif
Spons Agency—Rosenberg Foundation, San Francisco, Calif
Pub Date—80
Available from—New Ways to Work Publications, 149 Ninth St. San Francisco, CA 94103 ($5.00; discounts available—10% on 10-25 copies, 15% on 26-50 copies, 20% on 51-100 copies)
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Board of Education Policy, *Employment Practices, *Flexible Working Hours, *Part Time Faculty, *Teachers, Adults, Faculty Workload, Part Time Employment, School Administration, School Policy, Teacher Administrator Relationship, Teaching Load
Identifiers—Job Restructuring, Job Sharing

Job sharing is defined as "two people sharing the responsibilities of one full-time position with salary and benefits prorated"; the concept focuses on positions usually offered only as full-time jobs, often in professional and managerial categories. This book is a guide for teachers and administrators on the implementation and use of job sharing in school districts. The first three chapters of the handbook introduce the concept of job sharing, provide two views of job sharing by administrators who have had job-sharing teachers in their districts, and includes experiences drawn from studies in Framington (Massachusetts), San Francisco Bay Area, Hawaii, and California. Chapters four and five explain why and how job sharing works in the schools, including information on why teachers share, starting the program, designing a partnership, the role of the principal, and benefits and rights. The last chapter evaluates the experience of job sharing, analyzing its costs, impact on education, and reactions of parents, administrators, and teachers' unions and associations. Appendixes include methodology of the New Ways to Work study, job sharing practices in twenty-two California school districts, a job sharing proposal, California Assembly Bill 3339, sample evaluation forms, and a list of New Ways to Work job sharing publications. (KC).

**ED 197 089** CE 027 623

*Olmsted, Barney And Others*
**Job Sharing in the Public Sector.**
New Ways to Work, Palo Alto, Calif. Women's Bureau (DOL), Washington, D.C.
Pub Date—79
Available from—New Ways to Work Publications, 149 Ninth St. San Francisco, CA 94103 ($4.50; discounts available—10% on 10-25 copies, 15% on 26-50 copies, 20% on 51-100 copies)
Pub Type—Guides/Methods/Techniques—General (050). Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Descriptive (141)
**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**
Descriptors—*Employment Practices, *Flexible Working Hours, *Part Time Employment, *Public Agencies, *Public Service Occupations, Adults, Case Studies, Employee Attitudes, Employer Attitudes, Government Employees, Policy
Identifiers—Job Restructuring, Job Sharing

Job sharing is defined as "two people sharing the responsibilities of one full-time position with salary and benefits prorated"; the concept focuses on positions usually offered only as full-time jobs, often in professional and managerial categories. This book presents an overview of current job sharing and permanent part-time employment practices in city, county, state and federal agencies. The first chapter of the book defines job sharing, discusses the background of job sharing in light of the changing needs of workers, and points out potential benefits of job sharing, such as more efficient use of human resources, aid in recruiting employees, and maintaining quality in human services programs. The second chapter overviews considerations affecting successful implementation of job sharing, such as cost factors, union cooperation, lay-off rights for part-timers, establishing quotas, personnel ceilings, reversibility, recruitment, and CETA. The third chapter explains how to design and implement a job-sharing program, while the fourth contains case histories of six job-sharing experiences in government agencies. Appendixes contain a glossary, a summary of the case histories, a list of available project studies and reports, a sample flyer, a model survey designed to assess current employee interest in a permanent part-time or job-sharing program; alternative recruitment sources; recommended supplementary reading; and a publications list. (KC).

**ED 197 091** CE 027 630

*Chan, Teresita Fowles, Donald G.*
**The Older Worker. Statistical Reports on Older Americans, No. 6.**
Administration on Aging (DHEW), Washington, D.C. National Clearinghouse on Aging
Report No.—DHHS-OHDS-81-20265
Pub Date—80
Pub Type—Information analyses/State-of-the-Art Materials (070). Numerical/Quantative data (110). Reports—Research/Technical (143)
**EDRS Price—MF01/PC02 Plus Postage**
Descriptors—*Employment Patterns, *Labor Force, *Retirement, *Unemployment, Comparative Analysis, Demography, Economic Factors, Educational Background, Females, Individual Characteristics, Males, Marital Status, Middle Aged Adults, Minority Groups, Older Adults, Race, Sex, Social Influences, Tables Data, Work Attitudes
Identifiers—Older Workers

Trends in the labor force participation and unemployment of older workers were reviewed in a study. A declining rate of labor force participation by older men and a growth in participation by older women were noticed. Examination of labor force participation rates by race revealed a higher participation rate for minority women than for older white women. Participation is positively correlated to level of educational attainment. Older married men are more likely to be in the labor force than other men. For women, the opposite is true. The trend toward early retirement is continuing. The industrial and occupational distribution of elderly workers differs from that of younger workers due to such factors as pension and retirement policy, physical demands, employment opportunities, and educational requirements. Examination of differences in the level of unemployment among older workers by age, sex, and race demonstrated that the duration of unemployment is longer for older workers, particularly men. The future employment picture for older workers will depend on such factors as declining birth rates, better education, inflation, and the effect of retirement on the physical and emotional health of the individual. Current experiments in phased retirement may become more widespread. (Fifteen tables are included. ) (MN).

**ED 197 094** CE 027 641

*Gordus, Jeanne Prial*

**Leaving Early: Perspectives and Problems in Current Retirement Practice and Policy.**

Upjohn (W. E.) Inst. for Employment Research, Kalamazoo, Mich

Report No.—ISBN-0-9115-58-78-0

Pub Date—80

Available from—W. E. Upjohn Institute for Employment Research, 300 S. Westhedge Ave. Kalamazoo, MI 49007 ($4.00; quantity discounts available)

Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120). Reference Materials—Bibliographies (131)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS**

Descriptors—*Labor Force Nonparticipants, *Public Policy, *Retirement, *Retirement Benefits, Adults, Demography, Economic Factors, Individual Characteristics, Individual Needs, Older Adults, Policy Formation, Research Methodology, Research Needs

Identifiers—Early Retirement

A study examined existing literature on retirement practices and policy. Demographic change and the gradual development of pension benefits have led to the phenomenon of early retirement. There are three groups of early retirees. The voluntary retiree is in relatively good health, with adequate financial resources, can take full advantage of early retirement benefits and is prepared to enact the retirement role. Among involuntary retirees are those who retire because of ill health and those whose jobs are eliminated The third group consists of unprepared retirees. Initial research on the early retirement experience was conducted before the growth of inflation. Thus it did not encounter that stressful retirement experience which would later develop because of inflation and which would require such interventions as retraining and job search assistance consistent with an unemployment approach to early retirement. To develop policy alternatives in early retirement practice, more information is needed on the costs and benefits of early retirement to the individual and the national economy. An unemployment-oriented and a life-cycle approach are needed in future early retirement research. Future policy must emphasize the productive retention of older workers, thus shifting emphasis from early retirement to the larger area of work and aging. (MN).

**ED 197 098** CE 027 661

*Norris, Claudia K.*

**On-The-Job Training and the Private Industry Council: A Technical Assistance Guide.**

Macro Systems, Inc. Silver Spring, Md

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—General (050)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Employment Programs, *Job Training, *On the Job Training, *Program Implementation, Administration, Contracts, Definitions, Employment Opportunities, History, Job Development, Marketing, Models, Needs Assessment, Personnel, Program Descriptions

Identifiers—Private Industry Councils, Private Sector Initiative Programs

The 1978 reauthorization of the Comprehensive Employment and Training Act (CETA) introduced a new title, Title VII: the Private Sector Initiative Program (PSIP). This title instructs Prime Sponsors to form a new kind of intermediary organization, a Private Industry Council (PIC), which has the major objective of increasing the opportunities of CETA clients to find employment in the private sector. This technical assistance guide shows how on-the-job training (OJT) programs might operate in the setting of the PIC. The guide begins with a chapter on the background and history of OJT as an employment and training program. It then discusses the various possible roles of PICs in marketing and operating OJT programs, such as client screening, determining local priorities, staffing, linking with other programs, and assisting employers; and then details the methodology of OJT agreements and contracts. Since bringing an innovative approach to private-sector OJT is implicit in the TITLV VII legislation, one chapter is devoted to variations and new concepts that PICs might adopt in Title VII activities, including OJT. The guide closes with a chapter on managing the OJT program. (This technical assistance guide is based largely on an earlier publication, "On-the-Job Training: CETA Program Models. ") (KC).

**ED 197 099** CE 027 662

**Identifying and Compiling Information about Community Based Organizations' Efforts to Serve In-School Youth. Volume I: Final Notes.**

InterAmerica Research Associates, Rosslyn, Va

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-79-0703

Note—370p. ; For a related document see CE 027 663

Pub Type—Collected Works—Proceedings (021). Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC15 Plus Postage**

Descriptors—*Career Education, *Community Organizations, *National Organizations, *School Business Relationship, *School Community Programs, *School Community Relationship, Career Exploration, Community Cooperation, Cooperative Planning, Cooperative Programs, Elementary School Students, Elementary Secondary Education, High School Students, National Programs, School Support, Workshops

These final notes are the record of the activities which took place in a series of nineteen conferences held for state coordinators of career education and representatives of national community-based organizations. In the sessions, representatives of the national organizations and educators discussed how the organizations could cooperate with the schools to serve the career education needs of elementary and high school students. These final notes served as the raw data from which the "General Guides" (see note), "Sixty-Four Item Discussion Chart," and the National Conference on Community Partnerships in Career Education evolved. Organizations whose input is represented in these notes include the following: American Legion/Legion Auxiliary, Girl Scouts of the USA, National Retired Teachers Association, American Association of Retired Persons, National School Volunteer Program, Chamber of Commerce of the United States, Women's American Organization for Rehabilitation Through Training (ORT), National Association for Industry/Education Cooperation; National Center for Service-Learning, National Alliance of Business, Junior Achievement, Inc. Boy Scouts of America, Rotary International, Association of Junior Leagues, AFL-CIO, National Institute for Work and Learning, and 4-H. (KC).

**ED 197 100** CE 027 663

**Identifying and Compiling Information about Community Based Organizations' Efforts to Serve In-School Youth. Volume II. General Guides.**

InterAmerica Research Associates, Rosslyn, Va

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-79-0703

Note—187p. ; Some pages will not reproduce well due to thin or small print. For a related document see CE 027 662

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC08 Plus Postage**

Descriptors—*Career Education, *Community Organizations, *National Organizations, *School Business Relationship, *School Community Programs, *School Community Relationship, Career Exploration, Community Cooperation, Cooperative Planning, Cooperative Programs, Elementary School Students, Elementary Secondary Education, High School Students, National Programs, School Support

This document consists of sixteen "mini-documents," each of which represents a set of suggestions for education practitioners at the state and local levels, to use in entering into "community partnerships" with a state or local unit of a national organization for the purpose of providing career education to elementary/high school students. Originally referred to as "master plans," the mini-documents are presented as "starter suggestions" aimed at giving career education practitioners some background information concerning each national organization and some beginning ideas of how they could serve as "community partners" in a comprehensive career education effort. Organizations profiled include the following: American Legion/Legion Auxiliary, Girl Scouts of the USA, National Retired Teachers Association, American Association of Retired Persons, National School Volunteer Program, Chamber of Commerce of the United States, Women's American Organization for Rehabilitation Through Training (ORT), National Association for Industry/Education Cooperation, National Center for Service-Learning, National Alliance of Business, Junior Achievement, Inc. Boy Scouts of America, Rotary International, Association of Junior Leagues, AFL-CIO, National Institute for Work and Learning, and 4-H. (This document evolved from the workshops described in CE 027 662. ) (KC).

**ED 197 105** CE 027 674

**Activities in Career and Self Assessment for Students with Work Experience. Teacher/Counselor Edition.**

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

**EDRS Price—MF01/PC04 Plus Postage**

Descriptors—*Career Counseling, *Career Planning, *Careers, *Interest Inventories. *Values Clarification, *Vocational Aptitude, Career Choice, Education Work Relationship, Employee Attitudes, High Schools, Learning Activities, Occupational Information, Programed Instructional Materials, Self Evaluation Individuals, Student Characteristics, Workbooks, Work Experience

This workbook, intended for students who are in work-experience programs, or who have had work experience, contains career assessment activities which students can use to examine their preferences, aptitudes, and value system and compare them with current and past work experiences. The objective of this self-administered, self-instructional document is to help students better understand themselves and the world of work, and begin to see points of similarity and conflict between their self-perceived strengths and weaknesses and the demand of jobs and careers. The booklet contains three exercises, two of which can be repeated. The first exercise leads the student to examine his/her own preferences, aptitudes, or values—along particular dimensions independent of the student's current job placement or work history. Subsequent exercises encourage the student to rate current or past jobs along the same dimensions, compare the two ratings, and enter the comparisons on a summary sheet. The dimensions included in the 200 questions which make up the basic exercises are personal values, job characteristics, job requirements, personal strengths and weaknesses, tolerance for various physical and other occupational circumstances, and reactions to attitudes of others. Detailed explanations for use of this guide are included. (KC).

**ED 197 106** CE 027 675

*Althof, James E.*

**A Number of Suggestions for the Implementation of Experience Based Education Programs in Post Secondary Settings.**

Appalachia Educational Lab. Charleston, W. Va

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Career Education, *Colleges, *Experiential Learning, *Higher Education, *Program Implementation, Field Experience Programs, Guidelines, Internship Programs, Postsecondary Education, School Community Relationship, Student Evaluation, Universities

Identifiers—Experience Based Career Education, Experience Based Collegiate Education

Intended as a guide for postsecondary faculty and administrators, this document suggests training and management decision guidelines for selection and implementation of an experience-based collegiate (EbCE) program. It is concerned with only one form of experiential learning—field experience or community-based education (internships, cooperative education programs, field trips, practicums). Chapter 1 is an introduction. Chapter 2 overviews the guide and introduces the action research model which is the basis for the implementation process. Chapter 3 discusses the rationale and nature of experiential learning. Attention is given to Kolb's four-phase experiential instructional system. Eight guidelines from the literature that are important to effective field experience instruction are presented. As a guide for curriculum development, chapter 4 provides a profile of EbCE, a field experience/intership postsecondary program designed by the Appalachian Educational Laboratory (AEL). Chapter 5 outlines some existing program variations, reviews laws governing secondary and postsecondary school evaluation efforts, and describes agencies with oversight concerning quality control of educational processes and establishment of learning outcomes. Its major thrust is a learning measurement. Chapter 6 summarizes program scope and processes. Appendixes include a planning sheet for program implementation and descriptions of instructional materials in AEL's experience-based career education. (YLB).

**ED 197 111** CE 027 682

*Hotchkiss, Lawrence And Others*

**Theories of Occupational Choice: A Critical Assessment of Selected Viewpoints.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-77-0023

Note—310p

Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Research/Technical (143)

**EDRS Price—MF01/PC13 Plus Postage**

Descriptors—*Career Choice, *Career Development, *Decision Making, *Economic Factors, *Personality Traits, *Status Need, Achievement Need, Career Education, Individual Characteristics, Promotion Occupational, Research Needs, Social Influences, Status, Synthesis, Theories, Work Attitudes

Identifiers—Ginzberg (Eli), Holland (John L), Roe (Anne), Super (Donald E)

Five theoretical perspectives related to occupational choice were assessed. These were (1) Super's career development perspective, (2) Holland's typology of occupational choice, (3) status-attainment research in the field of sociology, (4) economic theory of individual willingness to work in different occupations, and (5) a model of decision making drawn from psychology. Although Super's work is highly eclectic, some of his key hypotheses lack strong empirical support. While national samples suggest that Holland's basic hypothesis regarding matches between personality and job type have merit, many of his secondary hypotheses remain weak. Status-attainment research is largely supported by data. However, its theoretical and conceptual bases are too simplified to render a realistic picture of the process of occupational choice. Economic theory contributed important hypotheses neglected in other writings done to test these theories. Application of decision theory to occupational choice is the least thoroughly studied perspective on career choice. Because key concepts relating to the process of occupational choice are not clearly defined and because statistical procedures have not been used in research on career choice, a comprehensive theory resulting from the integration of these five perspectives is not close at hand. (MN).

**ED 197 114** CE 027 685

*Hofferth, Sandra L.*

**High School, Occupational Choice, and Sex Equity. Working Paper:**

1303-02.
Urban Inst. Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—NIE-G-78-0142
Note—195p. ; The bulk of appended materials and some charts in the text may not reproduce well due to small print. Revised Version of Working Paper 1303-01
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)
**EDRS Price—MF01/PC08 Plus Postage**
Descriptors—*Career Choice, *Employment Patterns, *Noncollege Bound Students, *Occupational Aspiration, *Outcomes of Education, *Sex Role, Blacks, Demography, Educational Background, Females, High Schools, Individual Characteristics, Job Training, Longitudinal Studies, Males, National Surveys, Nontraditional Occupations, Parent Role, Racial Differences, School Role, Sex Differences, Sex Stereotypes, Surveys, Whites, Work Attitudes, Work Experience
Identifiers—National Longitudinal Survey Youth Labor Market Ex

A study examined the differential effects of experiences prior to labor force entry, primarily in high school, on the later sex-typicality of occupations and earnings of non-college-bound men and women. The study analyzed data from the National Longitudinal Surveys of the Labor Market Experiences of Young Men and Women. (These surveys involved some 5,000 young men and 5,000 young women aged fourteen to twenty-four in 1968. ) Through interviews that were conducted annually with these respondents between 1968 and 1978, information was obtained concerning respondent demographic characteristics, schooling and job training, attitudes and aspirations, and school experiences and school characteristics. Data revealed that sex-related differences in occupational choices depend upon differences in aspirations that predate high school entry. Schools serve primarily to reinforce sex-typed values as well as general and work-related values of parents and society. Occupational training in high school does have short term positive effects on labor force outcomes for both sexes. However, in the long run, being in traditionally female occupational programs is detrimental to white women. Black women in commercial programs fare better. Recommendations call for affirmative action for adults to provide role models for children. (Appended survey data constitutes approximately one-third of the report. ) (MN).

**ED 197 115** CE 027 686
*Samson, Harland E. And Others*
**National Conference on Marketing and Distributive Education; 'Directions for the 1980s' (Vail, Colorado, May 19-22, 1980).**
Marketing and Distributive Education, Reston, Va
Pub Date—80
Pub Type—Collected Works—Proceedings (021). Opinions/Personal Viewpoints/Position Papers/Essays (120)
**EDRS Price—MF01/PC03 Plus Postage**
Descriptors—*Distributive Education, *Leadership, *Long Range Planning, *Marketing, *Political Influences, *Program Development, Community Involvement, Educational Objectives, Federal Government, Followup Studies, Futures of Society, Information Dissemination, Leadership Training, Policy Formation, Postsecondary Education, Publicity, Public Relations, School Community Relationship, Secondary Education, Staff Development, State Programs, Statewide Planning

These four papers evolved from discussions at the National Conference on Marketing and Distributive Education in Vail, Colorado, May 19-22, 1980. Harland E. Samson's paper, Identity and Image: Strategies and Implementation, highlights the thinking and recommendations of the conference discussion groups on strategies and means of implementation necessary to achieve the national goals for marketing and distributive education. Program Development in Marketing and Distributive Education—Strategies for Implementation, by Steven A. Eggland, synthesizes implementation strategies developed by seventeen discussion groups as regards eight constraints to program development. Directions for the 1980s: Draft of Suggested Implementation Strategies for Leadership in Marketing and Distributive Education, by Kenneth L. Rowe, lists nine recommendations with suggested strategies. Power and Influence, by Gail Trapnell, synthesizes discussions on who should be influenced, the directions in which these people should be influenced to act, and strategies to influence them. Strategies for national, state, and local levels are recommended. (YLB).

**ED 197 117** CE 027 688
*Pearsol, James A. And Others*
**Assessment of the Career Planning Support System. Final Report.**
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—OB-NIE-G-78-0211
Note—190p. ; Some pages may not reproduce well due to light and broken print. For related documents see ED 143 866-877
Pub Type—Reports—Evaluative/Feasibility (142)
**EDRS Price—MF01/PC08 Plus Postage**
Descriptors—*Career Development, *Educational Planning, *Program Development, *Program Effectiveness, *Teacher Attitudes, Attitude Measures, Career Education, Career Guidance, Program Evaluation, Secondary Education
Identifiers—Career Planning Support System, Support Systems

The National Center for Research in Vocational Education conducted an assessment to report information about the impact of the Career Planning Support System (CPSS) on high school staffs' planning and career development activities for student career development. (CPSS is a package of materials designed to enable a high school staff to improve effectiveness of its career development program through systematic program planning. ) The study used a pre-posttest, experimental and control group research design. Ten high schools used CPSS; eight did not. Two levels of measurement were used: (1) two data collection forms and a rating instrument to collect and rate information about each school's career development program and (2) test of CPSS knowledge and attitude scale related to systematic program planning to assess CPSS steering committee members in experimental schools. Findings indicated greater change in experimental than in control schools toward installation of a systematic plan for career guidance, higher quality career development activities in experimental schools, and increased knowledge of CPSS and favorable attitudes of committee members in experimental schools. (Appendixes, amounting to over 60% of the report, include assessment materials and forms and other materials related to the study. ) (YLB).

**ED 197 118** CE 027 689
**Michigan Research and Development Utilization Project. Project CEDISS. Final Report.**
Michigan State Dept. of Education, Lansing
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group
Pub Date—79
Contract—400-76-0093
Note—93p. ; Some pages will not reproduce well due to small print
Pub Type—Reports—Descriptive (141)
**EDRS Price—MF01/PC04 Plus Postage**
Descriptors—*Career Education, *Educational Change, *Linking Agents, *Research Utilization, *Use Studies, Elementary Secondary Education, Evaluation, Information Dissemination, Networks, Schools
Identifiers—Career Education Dissemination Project, Michigan, Research and Development Utilization Program

The Michigan Research and Development Utilization (RDU) project set out to increase the appopiate use of the educational products of funded research and development by local school personnel. The project's approach used and fostered the improvement of existing organizational and communication networks rather than attempting to establish new channels or introduce new participants. (This approach was selected for the additional purpose of strengthening Michigan's career education planning districts in their efforts to establish career education programming. ) Results of the project include the implementation of career education products in forty-six of Michigan's school districts and increased use of the project's problem-solving perspective. The four reports presented in this paper discuss the outcomes of the Michigan RDU project from four points of view: (1) observed effects across local schools of a state-initiated change process; (2) the expectations the individuals who played formal linkage roles had for themselves and their assessments of the levels of the skills they possessed and would need to carry out these roles; (3) the views of the school staffs in the forty-six school sites regarding the components of the Michigan RDU process; and (4) the observed effects of the RDU product implementation in school sites. An appendix lists the locations in Michigan where the best of the implemented products have been placed for further review and use by school people. (KC).

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**ED 197 203** CE 027 850

*Musick, Craig D.*

**Problems and Issues in Industry-Sponsored Vocational Programs: Implications for Research and Development. Occasional Paper No. 67.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.20)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Industrial Training, *Labor Force, *School Business Relationship, *Trainers, *Vocational Education, Job Simplification, Job Training, Off the Job Training, On the Job Training, Retraining, Skill Development, Trainees, Training Methods

Identifiers—American Society for Training and Development

In this presentation, Craig D. Musick, director of training for the Graniteville Company in South Carolina and president of the American Society for Training and Development (ASTD), focuses on how research can contribute to a better understanding of the vocational training process. He states that only by working together with the schools can industry hope to meet its needs for personnel trained to produce the goods and services of the future. Musick emphasizes the need for closer cooperation between industry and traditional in-school training programs as students move back and forth between the classroom and the work place. He notes the increasing age of the American workforce and discusses the implications of the age increase in regard to increased training needs, the need for greater productivity, and increasing mechanization of the work place. In a question-and-answer session, Musick describes training programs carried out by the textile company for which he works, and focuses on training research provided by the ASTD. (KC).

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**ED 197 207** CE 027 881

*Pierce, William*

**Current and Emerging Structures for Education and Training: Implications for Vocational Education R&D. Occasional Paper No. 68.**

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—80

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd. Columbus, OH 43210 ($2.20)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Education, *Educational Finance, *Futures of Society, *Population Trends, *School Attitudes, *School Community Relationship. *School Support, Adult Vocational Education, Birth Rate, Community Cooperation, Job Training, Public Policy, Student Needs, Student School Relationship, Vocational Education

Identifiers—United States

With our traditional educational institutions facing major changes, some observers say the system as we know it is destined to collapse in the years ahead. There is still reason to believe that these dire predictions will not come true, however; there is reason to be optimistic about the future of the American education system if educators will face the challenges in a realistic way. This means setting priorities and determining what the school system can and cannot be expected to accomplish. This also means preparing for a shift in emphasis from serving a primarily teenage population to serving an increasingly older population. It means finding ways to involve a population in which only 25 percent of the people will have children in the schools in promoting the welfare of the schools. We need to find effective and efficient ways to train adults for changing occupational needs. Budget cutbacks will require greater attention to accountability as taxpayers demand the maximum benefit for the dollars they spend on education. (KC).

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**ED 197 208** CE 027 882

*Pinson, Nancy And Others*

**Strengthening Work Related Education and Training in the 1980's Through Improved Guidance Programs in the Reauthorization of Vocational Education Legislation.**

American Personnel and Guidance Association, Washington, D.C. American Vocational Association, Washington, D.C. Guidance Div

Pub Date—80

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Educational Legislation, *Guidance Programs, *Program Design, *Program Development, *Program Improvement, *Vocational Education, Counselor Role, Educational Needs, Energy Conservation, Guidance Objectives, Guidance Personnel, Labor Needs, Postsecondary Education, Program Content, Relevance Education, School Role, Secondary Education, Social Change

Identifiers—Societal Needs

Guidance and vocational education personnel have continued to play key roles in responding to individual and societal needs that have arisen as a result of the occupational, social, and economic changes occurring over the last 80 years. Guidance programs serve as the link between providing occupational training and employment readiness for the eventual transition to and satisfaction in the workplace. A total guidance team requires a variety of trained professionals to provide services in areas such as self-assessment; career awareness, planning, exploration, and decisions; work experience; coping with work; economic realism; work and training options; job placement and job progression; and followup. Guidance and counseling programs can contribute to the goals of vocational education by strengthening depressed communities, meeting the nation's need for qualified workers, keeping vocational education relevant, energy conservation and generation technology, responding to client groups needing more services, and responding to the nation's equity goals. When assessing improvements needed in vocational education legislation, one must consider the fact that guidance is a program and that guidance programs (1) are developmental and comprehensive, (2) focus on individuals' competencies and not just their deficits, (3) are built on a team approach, and (4) mandate articulation. (MN).

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**ED 197 210** CE 027 894

*Rice, Eric And Others*

**Planning for Vocational Education Accessibility. A Local Planning System for Secondary and Postsecondary Programs.**

Barrier Free Environments, Inc. Raleigh, N.C. System Sciences, Inc. Chapel Hill, N.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0592

Note—112p. ; Photographs will not reproduce well. For related documents see CE 027 895-901

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC05 Plus Postage**

Descriptors—*Accessibility for Disabled, *Access to Education, *Educational Planning, *Systems Approach, *Vocational Education, Administrator Guides, Disabilities, Equal Education, Guidelines, Mainstreaming, Postsecondary Education, Programed Instructional Materials, Secondary Education, Structural

Elements Construction

This guidebook is the first in a series of eight booklets included in a planning system for improving local secondary and postsecondary program and facility accessibility. The introductory section addresses questions about how to use the materials and when to use the planning system. Other chapters are allocated to each of the five steps in the planning system: (1) identifying barriers, (2) establishing priorities and goals, (3) generating strategies, (4) selecting strategies, and (5) removing barriers. Within each chapter the different techniques available for conducting that step are described and compared. In addition, two continuous examples are developed through each chapter to demonstrate how decisions about each step might be made in typical educational units. The guide also contains a copy of the planning record, the chart, and the barrier removal schedule. Most booklets in the series contain self-study exercises. The other seven (resource documents) are also available through ERIC—see note. (LRA).

**ED 197 211** CE 027 895

Rice, Eric And Others

**Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 1: Identifying Barriers.**

Barrier Free Environments, Inc. Raleigh, N.C. System Sciences, Inc. Chapel Hill, N.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0592

Note—139p. ; Photographs, small print in illustrations, and green headings will not reproduce well. For related documents see CE 027 894-901

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC06 Plus Postage**

Descriptors—*Accessibility for Disabled, *Access to Education, *Educational Facilities, *Needs Assessment, *Structural Elements Construction, *Surveys, *Vocational Education, Administrator Guides, Building Design, Buildings, Disabilities, Educational Planning, Equal Education, Evaluation Methods, Guidelines, Physical Mobility, Postsecondary Education, Programed Instructional Materials, Questionnaires, Secondary Education, Systems Approach

This guidebook focuses on the first of five steps included in a planning system for improving local secondary and postsecondary program and facilities accessibility: identifying barriers. The first five sections of the booklet are comprised of self-instructional descriptions of five needs-assessment procedures that can be used to identify barriers: (1) surveys and questionnaires, (2) nominal group technique, (3) Delphi technique, (4) outside experts, and (5) community impressions. Section 6 provides seven sample surveys which have been demonstrated to be valid and reliable instruments for identifying and assessing barriers to vocational education programs and facilities. The final portion comprises the bulk of the guidebook and contains an architectural accessibility survey. There are six sections in the survey, each covering different parts of the site and building: site, entrances, vertical circulation, building products, functional spaces, and special services. In addition to these six sections, two modules are included for separate surveys which may apply to any or all of the six sections; these two modules focus on accessibility routes and doors. (LRA).

**ED 197 212** CE 027 896

Rice, Eric And Others

**Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 2: Establishing Goals and Priorities.**

Barrier Free Environments, Inc. Raleigh, N.C. System Sciences, Inc. Chapel Hill, N.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0592

Note—11p. ; Photographs and green headings will not reproduce well. For related documents see CE 027 894-901

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC01 Plus Postage**

Descriptors—*Accessibility for Disabled, *Access to Education, *Educational Planning, *Needs Assessment, *Vocational Education, Administrator Guides, Equal Education, Evaluation Methods, Group Dynamics, Guidelines, Postsecondary Education, Secondary Education, Systems Approach

Identifiers—Nominal Group Technique

This guidebook focuses on the second of five steps included in a planning system for improving local secondary and postsecondary program and facilities accessibility: establishing priorities and goals. Specifically, the guidebook describes the nominal group technique and how it can be used to establish priorities and then select goals. Following an introductory section, suggested preliminary activities for the group leader are given. The remainder of the booklet is devoted to the four key activities that comprise the nominal group technique: (1) serial discussion for clarification, (2) preliminary voting on the priority barriers, (3) discussion of the preliminary vote, and (4) final voting. (LRA).

**ED 197 213** CE 027 897

Rice, Eric And Others

**Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 3: Generating Strategies.**

Barrier Free Environments, Inc. Raleigh, N.C. System Sciences, Inc. Chapel Hill, N.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0592

Note—43p. ; Photographs and green headings will not reproduce well. For related documents see CE 027 894-901

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Accessibility for Disabled, *Access to Education, *Educational Planning, *Group Dynamics, *Needs Assessment, *Vocational Education, Equal Education, Evaluation Methods, Guidelines, Postsecondary Education, Programed Instructional Materials, Secondary Education, Systems Approach

Identifiers—Brainstorming, Charrettes, Nominal Group Technique, Synectics

This guidebook focuses on the third of five steps included in a planning system for improving local secondary and postsecondary program and facilities accessibility: generating strategies. The guidebook is comprised of four sections, each describing a specific technique for generating strategies. Techniques presented are (1) nominal group technique, (2) brainstorming, (3) synectics, and (4) charrette. Within each section, specific self-instructional activities for group leaders using that technique are given. In addition, examples of especific settings where each technique might be most effective are given. (LRA).

**ED 197 214** CE 027 898

Rice, Eric And Others

**Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 4: Selecting Strategies.**

Barrier Free Environments, Inc. Raleigh, N.C. System Sciences, Inc. Chapel Hill, N.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0592

Note—66p. ; Photographs and green headings will not reproduce well. For related documents see CE 027 894-901

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Accessibility for Disabled, *Access to Education, *Costs, *Educational Finance, *Vocational Education, Administrator Guides, Change Strategies, Cost Effectiveness, Decision Making, Educational Planning, Equal Education, Evaluation Methods, Guidelines, Needs Assessment, Postsecondary Education, Programed Instructional Materials, School District Spending, Secondary Education, Selection, Systems Approach

This guidebook focuses on the fourth of five steps included in a planning system for improving local secondary and postsecondary program and facilities accessibility: strategy selection. The first of five major sections included in the guide gives an overview of costs associated with providing education for handicapped students, discusses thirteen varieties of cost, and describes variables that can affect costs in educational settings. Section 2 focuses on decision matrices which allow judgements to be quantified for ease in choosing among alternatives. Specific topics addressed in section 2 include strengths and limitations of decision matrices, when to use decision matrices, materials and resources required, and how to implement a decision matrix. Focusing on cost benefit analysis and cost effectiveness analysis, the fourth section addresses how to determine the optimum allocation of resources in comparing alternate strategies for barrier removal. The final two sections of the guide describe the use of decision trees and simulations in strategy selection. The booklet contains self-instruction exercises. (LRA).

**ED 197 215** CE 027 899

*Rice, Eric And Others*

**Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 5: Removing Barriers.**

Barrier Free Environments, Inc. Raleigh, N.C. System Sciences, Inc. Chapel Hill, N.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0[illegible]2

Note—43p. ; Photographs and green headings will not reproduce well. For related documents see CE 027 894-901

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Non-Classroom Use (055)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Accessibility for Disabled, *Educational Planning, *Force Field Analysis, *Management by Objectives, *Vocational Education, Access to Education, Administrator Guides, Equal Education, Guidelines, Needs Assessment, Postsecondary Education, Programed Instructional Materials, Secondary Education, Systems Approach

Identifiers—Program Evaluation and Review Technique

This guidebook focuses on the final step included in a five-step planning system for improving local secondary and postsecondary programs and facilities accessibility: removing barriers. The guidebook is comprised of self-instructional discussions of three techniques that can be used in planning for implementation of barrier-removal strategies: (1) Force Field Analysis, (2) Management-By-Objectives, and (3) Program Evaluation and Review Technique. Within each of these three sections, the strengths and limitations of the technique are analyzed, examples are provided concerning when the technique should be used, required resources and materials are given, and implementation strategies are provided. (LRA).

**ED 197 216** CE 027 900

*Rice, Eric And Others*

**Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Exemplary Programs and Practices.**

Barrier Free Environments, Inc. Raleigh, N.C. System Sciences, Inc. Chapel Hill, N.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0592

Note—27p. ; Photographs and green headings will not reproduce well. For related documents see CE 027 894-901

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage**

Descriptors—*Accessibility for Disabled, *Access to Education, *Demonstration Programs, *Disabilities, *Mainstreaming, *Vocational Education, Educational Planning, Postsecondary Education, Program Descriptions, Resource Materials, Secondary Education

Focusing on vocational education programs that have accommodated the handicapped, this resource book is designed for use with a planning system for improving local secondary and postsecondary program and facilities accessibility. The first of three major sections presents brief descriptions of seven model programs, including (1) the Special Education Rehabilitation Vocational Education (SERVE) program; (2) the Related Vocational Instruction Plan, State of Georgia; (3) the Career Education Center, Denver; (4) the Liaison Counselor Model, Florida; (5) the Career Training Center, California; (6) the Lyndon B. Johnson Space Center, Houston; and (7) the Illinois Network of Exemplary Occupational Education Programs. The second major portion describes exemplary practices which were judged to be a good solution to a frequently occurring problem in schools serving the handicapped. The final section outlines the efforts of three states (Arizona, Indiana, and Tennessee) to promote placement of handicapped students in vocational education. (LRA).

**ED 197 217** CE 027 901

*Rice, Eric And Others*

**Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Resource Directory.**

Barrier Free Environments, Inc. Raleigh, N.C. System Sciences, Inc. Chapel Hill, N.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date—80

Contract—300-78-0592

Note—54p. ; Photographs and green headings will not reproduce well. For related documents see CE 027 894-900

Pub Type—Reference Materials—Directories/Catalogs (132)

**EDRS Price—MF01/PC03 Plus Postage**

Descriptors—*Accessibility for Disabled, *Access to Education, *Educational Planning, *Educational Resources, *Federal Programs, *Vocational Education, Bibliographies, Demonstration Programs, Directories, Federal Regulation, Instructional Materials, Mainstreaming, Organizations Groups, Postsecondary Education, Publications, Resource Materials, Secondary Education

This resource directory provides a variety of resources that can be useful in making vocational education accessible to all students. The information is organized in four sections. The first section, Organizations, contains a listing of various organizations that offer services to handicapped students and/or educational units. The address, target groups, and services provided by each organization are summarized. Section 2, Documents, presents a variety of publications on numerous issues related to accessibility. Among the items included are comprehensive bibliographies and directories, codes and regulations, inservice education materials, and planning information. Section 3, Federal Projects, provides a reference to several current and past U.S. Department of Education research projects that might be of use in program development. The fourth section of the directory is a step-by-step guide for developing a local resource directory. (LRA).

**ED 197 218** CE 027 904

**Overview. 1978 Reports of the State Advisory Councils on Vocational Education.**

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—79

Pub Type—Reports—Descriptive (141). Reports—Evaluative/Feasibility (142)

**EDRS Price—MF01/PC09 Plus Postage**

Descriptors—*Advisory Committees, *Annual Reports, *Program Effectiveness, *State Programs, *Statewide Planning, *Vocational Education, Abstracts, Adult Vocational Education, Coordination, Educational Cooperation, Educational Policy, Federal Programs, National Surveys, Postsecondary Education, Problems,

Program Evaluation, Program Improvement, State Agencies, Vocational High Schools
Identifiers—United States

One- to four-page summaries are presented of fifty-seven of the 1978 annual reports of the State Advisory Councils of Vocational Education. Most of the reports, which are arranged alphabetically by state, address the effectiveness of vocational education programs, services, and activities in meeting the objectives as set forth in the state plan and recommend changes warranted by the evaluations. Some reports note council activities and special projects or studies commissioned by the councils. Two overview sections highlight common issues in all the reports, focusing on the statutory requirements for evaluating the attainment of goals and for recommending changes based on the evaluations. The following issues emerging in many of the reports ar; identified and briefly discussed: funding, evaluation, guidance/counseling/placement/follow-up, state plans, vocational education and manpower, curriculum, sex equity, special populations, local advisory councils, SOICC/data, equipment, teacher training, administration, coordination of agencies, articulation, postsecondary and adult vocational education, access and rural education, career education, vocational youth organizations, public information, and image. (MN).

# Indexes

## Subject Index

This index lists titles of documents under the major subject terms assigned to characterize their contents. The terms are taken from the *Thesaurus of ERIC Descriptors* and are in alphabetical order. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.

Subject Term

**Consumer Education**
Helping Families Adjust to Economic Change. A Project Report.
ED 181 239

Document Title

Accession Number

**Academically Gifted**

Career Guidance for Academically Gifted Female Students: A Coordination of Resources to Develop Human Potential. Final Report, October 1, 1978, to September 30, 1979.
ED 193 461

Status of Gifted Students in Vocational Agriculture Classes in the United States. Final Report. Teacher Education Series, Volume 21, Number 2.
ED 193 477

**Access to Education**

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Resource Directory.
ED 197 217

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 1: Identifying Barriers.
ED 197 211

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 2: Establishing Goals and Priorities.
ED 197 212

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 3: Generating Strategies.
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Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Exemplary Programs and Practices.
ED 197 216

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 4: Selecting Strategies.
ED 197 214

Planning for Vocational Education Accessibility. A Local Planning System for Secondary and Postsecondary Programs.
ED 197 210

Providing Students in Nonprofit Private Schools with Access to Publicly Supported Vocational Education Programs. Final Report.
ED 192 009

**Accessibility for Disabled**

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Resource Directory.
ED 197 217

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 4: Selecting Strategies.
ED 197 214

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 2: Establishing Goals and Priorities.
ED 197 212

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Exemplary Programs and Practices.
ED 197 216

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 5: Removing Barriers.
ED 197 215

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 1: Identifying Barriers.
ED 197 211

Access to Vocational Education. A Planning System for Local Secondary and Post-Secondary Program and Facility Accessibility. Step 3: Generating Strategies.
ED 197 213

Planning for Vocational Education Accessibility. A Local Planning System for Secondary and Postsecondary Programs.
ED 197 210

**Adjustment to Environment**

New Beginnings. A Manual for Facilitating Growth for Displaced Homemakers.
ED 189 449

**Administration**

Resources for Women in Management: A Guide to the Literature and an Annotated Bibliography.
ED 190 869

**Administrative Organization**

Managing ISSOE Programs. Administrative Issues: Technical Report, Number One.
ED 194 747

**Administrator Responsibility**

Role Clarification and Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Directors of Comprehensive High Schools in Colorado. Final Report.
ED 193 538

**Administrator Role**

An Investigation of the Vocational Directors' Role and Responsibilities in the Delivery and Evaluation of Disadvantaged and Handicapped Vocational Education Programs, as Perceived by the Local Administrator. Final Report.
ED 193 418

Role Clarification and Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Directors of Comprehensive High Schools

in Colorado. Final Report.
ED 193 538

**Administrators**
Directory of Women Administrators in Vocational Education. Research and Development Series No. 201.
ED 192 047

**Admission Criteria**
Mountain State Vocational-Technical School: A Model for Recruitment, Selection, Counseling and Placement.
ED 189 306
Review and Synthesis of Criteria Useful for the Selection and Admission of Vocational Students. Information Series No. 212.
ED 193 532

**Admission School**
Review and Synthesis of Criteria Useful for the Selection and Admission of Vocational Students. Information Series No. 212.
ED 193 532

**Adult Basic Education**
Development of a Mechanism and Standards for the Assessment of Adult Basic Education Students as They Relate to Post-Secondary Vocational Education Programs. Final Report.
ED 189 287
The Problems of the Adult Learner: A Handbook for Teachers.
ED 194 705
Survival Skills Units: Consumer Economics, Occupational Knowledge, Health, Government and Law.
ED 193 434

**Adult Development**
Building a Theory of Adult Learning: Toward a Total Person Model.
ED 190 769
Perspectives on Adult Career Development and Guidance. Research and Development No. 181.
ED 189 290

**Adult Education**
Adult Education—1980 and Beyond: Implications for Research and Development. Occasional Paper No. 59.
ED 189 309
Basic Skills for Experiential Learning: What Skills Do Students Need to Make the Most of Experiential Learning Opportunities. LES Papers on Learning and Teaching. Paper #75.
ED 190 862
Business Opportunities Project of the National Committee on Household Employment. Final Report.
ED 193 423
Competency-Based Adult Education: A Challenge of the 80s. Information Series No. 208.
ED 193 528
Designing an Adult Education Program.
ED 192 013

**Adult Educators**
Preparing Human Service Practitioners to Teach Older Adults. Information Series No. 209.
ED 193 529

**Adult Learning**
Adult Education—1980 and Beyond: Implications for Research and Development. Occasional Paper No. 59.
ED 189 309
Adult Learning Problems: Insights, Instruction, and Implications. Information Series No. 214.
ED 193 534
Building a Theory of Adult Learning: Toward a Total Person Model.
ED 190 769
The Problems of the Adult Learner: A Handbook for Teachers.
ED 194 705

**Adult Students**
Adult Learning Problems: Insights, Instruction, and Implications. Information Series No. 214.
ED 193 534
Credit for Prior or Experiential Learning. Information Series No. 210.
ED 193 530
Development of a Mechanism and Standards for the Assessment of Adult Basic Education Students as They Relate to Post-Secondary Vocational Education Programs. Final Report.
ED 189 287

**Adult Vocational Education**
A Computerized System for Benefit-Cost Analysis in Vocational Education. Final Report, June 15, 1978 through June 30, 1980.
ED 195 672
A Descriptive Study of Vocational Education Programs in Nine State Correctional Institutions for Women. Final Technical Report.
ED 192 038
The Development and Implementation of a Model to Ensure that Vocational Education Students are Functionally Competent.
ED 189 275
Identification of Mathematics Competencies for Vocational, Technical and Adult Education through a Survey of Employer/Incumbent Employee Expectations. Final Report.
ED 193 472
Identifying the Relevance of Women's Life Experience Learning to Vocational Education.
ED 192 042

**Adults**
Perspectives on Adult Career Development and Guidance. Research and Development No. 181.
ED 189 290

**Advisory Committees**
Overview. 1978 Reports of the State Advisory Councils on Vocational Education.
ED 197 218

**Affirmative Action**
Review and Synthesis of Criteria Useful for the Selection and Admission of Vocational Students. Information Series No. 212.
ED 193 532

**Agency Cooperation**
Individualized Educational Programming. Policy Paper Series: Document 1.
ED 194 754
Interagency Cooperation and Agreements. Policy Paper Series: Document 4.
ED 194 756
A Study of CETA/Vocational Education Coordination, Cooperation and Collaboration in Kentucky. Final Report.
ED 193 455

**Agricultural Education**
The Development of Guidelines for a Recruitment Program in Agricultural Education at Kansas State University. Final Report.
ED 189 331
Professional Horticulture Competencies for Entry Level and Experienced Vocational Horticulture Teachers in Pennsylvania. Final Report.
ED 190 856
The Role of the Vo-Ag Teacher: Task Force Report.
ED 190 762
Status of Gifted Students in Vocational Agriculture Classes in the United States. Final Report. Teacher Education Series, Volume 21, Number 2.
ED 193 477
Student Teaching Management in Agricultural Education: A National Study.
ED 190 763
Study to Determine Influencing Factors for Selecting Agricultural Education as a Career. Final Report.
ED 195 707

**Agricultural Skills**
Professional Horticulture Competencies for Entry Level and Experienced Vocational Horticulture Teachers in Pennsylvania. Final Report.
ED 190 856

**Allied Health Occupations Education**
The Development of a Model for a Health Occupations Education Degree Program. Final Report. Vocational-Technical Education Departmental Report. Health Occupations; Volume 17, Number 20.
ED 189 286
A Guide to Task Analysis for Competency Based Education. Health Occupations. Task Linkage Project Publication No. 4.
ED 193 511
Health Occupations Education: A Review of the Literature. Information Series No. 216.
ED 193 536

**Annual Reports**
Overview. 1978 Reports of the State Advisory Councils on Vocational Education.
ED 197 218

**Apprenticeships**

Apprenticeship in Foreign Countries. R & D Monograph 77.
ED 195 726

Apprenticeship in the United States: Implications for Vocational Education Research and Development. Occasional Paper No. 66.
ED 189 448

Minorities and Women in Apprenticeship Programs and Referral Unions. Equal Employment Opportunity Report—1978.
ED 193 465

**Armed Forces**

Women and the Military. A WEAL Fund Kit.
ED 193 435

**Articulation Education**

Apprenticeship in the United States: Implications for Vocational Education Research and Development. Occasional Paper No. 66.
ED 189 448

Post-Secondary Vocational Education for the Handicapped. Policy Paper Series: Document 3.
ED 194 755

**Attitudes**

Job Literacy: A Study of Literacy Demands, Attitudes, and Strategies in a Cross-Section of Occupations.
ED 189 313

**Auto Mechanics**

Competency Based Reading Skills and the Reading Demands of Minority-Bilingual Auto Mechanics.
ED 195 790

**Bachelors Degrees**

The Development of a Model for a Health Occupations Education Degree Program. Final Report. Vocational-Technical Education Departmental Report. Health Occupations; Volume 17, Number 20.
ED 189 286

**Background**

The Human Capital Model and American Youths: The Roles of Schooling, Experience and Functional Literacy. Final Report, August 1, 1979 to September 30, 1980.
ED 195 772

**Basic Skills**

Basic Skills for Experiential Learning: What Skills Do Students Need to Make the Most of Experiential Learning Opportunities. LES Papers on Learning and Teaching. Paper #75.
ED 190 862

Basic Skills Proficiencies of Secondary Vocational Education Students. Vocational Education Study Publication No. 4.
ED 197 086

**Beginning Teachers**

Identification and Validation of Critical Incidents in Classroom Discipline and Their Solutions as Reported by First-Year Vocational Teachers in the State of Florida.
ED 193 448

**Bilingual Education**

Bilingual Word Processing Curriculum Development Project. Final Report, November 1, 1979, to July 30, 1980. Proyecto de Desarollo Curricular en el Procesamiento de Comunicacion Escrita Bilingue.
ED 193 425

Hispanic Vocational Exploration Project. Final Report.
ED 195 669

Monograph for Bilingual Training.
ED 191 990

Monograph for Bilingual Vocational Instructor Competencies.
ED 195 826

**Black Students**

Facilitating Career Development of Minority Students.
ED 189 280

**Board of Education Policy**

Job Sharing in the Schools.
ED 197 088

**Building Trades**

Vocational Exploration and Skill Building in Marine and Related Occupations. Final Report, 1979-1980.
ED 194 715

**Buildings**

Implementation of a Carpentry and Building Maintenance Curriculum within a Special Education Setting. Final Report 1979-80.
ED 194 712

**Business**

Education in Industry. A Research Report.
ED 195 636

**Business Administration**

Business Opportunities Project of the National Committee on Household Employment. Final Report.
ED 193 423

A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions, Year Two. Final Report.
ED 194 716

**Business Education**

The Changing Office Environment. National Business Education Yearbook, No. 18.
ED 189 283

Education, Training and Assistance: An Issue but Not a Priority. The White House Conference on Small Business (Washington, D.C. January 13-17, 1980).
ED 189 429

A Guide to Task Analysis for Comptency Based Education. Business and Office Education. Task Linkage Project Publication No. 3.
ED 193 510

A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions, Year Two. Final Report.
ED 194 716

**Business Skills**

The Changing Office Environment. National Business Education Yearbook, No. 18.
ED 189 283

**Career Awareness**

BRIDGE: Business Relating to Industry to Develop Gifted Education—A Career Education Project for the Gifted and Talented: Final Report.
ED 189 297

Career Education and the Teaching of English. Information Series No. 215.
ED 193 535

A Study of the Educable Mentally Retarded in a Multi-Occupational Program.
ED 192 010

**Career Change**

Career Change: Implications for Vocational Education.
ED 197 066

Job Tenure Declines as Work Force Changes. Special Labor Force Report 235.
ED 189 359

On Second Thought: A Career Change Handbook.
ED 189 425

**Career Choice**

The Effect of Alternative Career Decision-Making Strategies on the Quality of Resulting Decisions. Final Report.
ED 195 824

High School, Occupational Choice, and Sex Equity. Working Paper: 1303-02.
ED 197 114

The Influence of Sex Roles and Cognitive Styles on the Career Decision-Making of College Men and Women.
ED 189 265

New Beginnings. A Manual for Facilitating Growth for Displaced Homemakers.
ED 189 449

Study to Determine Influencing Factors for Selecting Agricultural Education as a Career. Final Report.
ED 195 707

Theories of Occupational Choice: A Critical Assessment of Selected Viewpoints.
ED 197 111

Women and the Military. A WEAL Fund Kit.
ED 193 435

**Career Counseling**

Activities in Career and Self Assessment for Students with Work Experience. Teacher/-Counselor Edition.
ED 197 105

Career and Labor Market Information: Key to Improved Individual Decision Making.
ED 189 323

Diagnostic Taxonomy of Adult Career Problems.

ED 195 635

The Displaced Homemaker: a State-of-the-Art Review.
ED 194 727

New Hampshire Vocational English as a Second Language Project. Final Report.
ED 189 333

Placement and Follow-up.
ED 189 397//

A View from the Bridge: State Educational Information Programs in Mid-Stream.
ED 190 770

Vocational Counseling for Displaced Homemakers: A Manual. Helping Displaced Homemakers Move from Housework to Paid Work through Vocational Training.
ED 194 725

**Career Development**

Assessment of the Career Planning Support System. Final Report.
ED 197 117

Career Education and the Teaching of English. Information Series No. 215.
ED 193 535

Diagnostic Taxonomy of Adult Career Problems.
ED 195 635

Facilitating Career Development of Minority Students.
ED 189 280

Issues in Career and Human Resource Development. Research Papers from the ASTD National Conference (St. Louis, Missouri, 1979). ASTD Research Series. Paper No. 5.
ED 195 775

Perspectives on Adult Career Development and Guidance. Research and Development No. 181.
ED 189 290

Preliminary Findings from the First Two Waves of a Panel Study of Developing Career Expectations.
ED 193 493

Theories of Occupational Choice: A Critical Assessment of Selected Viewpoints.
ED 197 111

**Career Education**

BRIDGE: Business Relating to Industry to Develop Gifted Education—A Career Education Project for the Gifted and Talented: Final Report.
ED 189 297

Career Education and the Teaching of English. Information Series No. 215.
ED 193 535

Career Education Infusion: A Review of Selected Curriculum Guides for the Middle School. Information Series No. 211.
ED 193 531

A Career Education Program for Gifted and Talented Students in Rural Colorado. (Rural Internship Program. ) Final Report, July 1979 through December 1979.
ED 190 799

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